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ABSTRACT

Presented is the CI-TAB (Career Information and Training Activities for the Blind) Secondary Program, a program providing career education for visually handicapped and blind high-school students to be available in braille and cassette recordings. Five general discussions (each including a list of concepts covered, suggested learning activities, and a list of test questions) are provided on the following topics: (1) producers and consumers, and goods and services; (2) employment agencies, job placement services, unions, and social security; (3) resumes, applications, and interviews; (4) job classifications and volunteer service: and (5) independence, responsibility, and freedom. Each of 30 job descriptions included answers the following questions: What must this worker do?, How many hours must this person work?, How much will this job pay?, What abilities will I need?, What else is important about this job?, What are the prospects and opportunities?, How can I prepare for this job?, and What other jobs are similar to this? Also included are general suggestions for career education and a list of approximately 50 sources of supplementary vocational materials. (IM)

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THE CI-TAB*
SECONDARY PROGRAM

*Career Information and Training Activities
for the Blind

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No undertaking was ever supported by more good will than was the project for development of Career Information and Training Activities for the Blind and Visually Handicapped (CI-TAB). Conceived initially by the co-authors of the Texas VIEW (Vocational Information for Education and Work) Ken Abrams and Coy Motley, and by special education director, Dr. John P. Best, all of the Region XIX Education Service Center, the effort was funded during 1974-75 by the Division of Occupational Research of the Texas Education Agency. The director of that division, Ray Barber, and the chief consultant for instructional services, Thomas R. Jones, were in frequent, helpful contact with the operation.

Early in the project, Dr. James T. Mancill assumed the administrative role, and a national advisory panel was named. The American Foundation for the Blind was represented by Marion Wurster; the American Printing House for the Blind appointed Carl Lappin; Janie Jones was the Texas Education Agency member; Dr. Grace Napier came from Northern Colorado University; Leonard Ogburn was the vocational counselor from Arkansas State School for the Blind; Dr. Donald Croft, of New Mexico State University, was research consultant; and Dr. Best, Texas legislative consultant, continued to participate as an advisor. These people also served as faculty for the teacher training institute held at the service center prior to the field testing of the materials.

Fourteen state schools for the blind and visually handicapped participated in the field test. Teachers and administrators who attended the training institute and subsequently conducted the field test with their students were Berna Specht, Alabama; Margaret Martin, Arkansas; Lynn Fleharty, Colorado; Charles Cowart, Florida; Fan Brown, Georgia; Michael Jacoby and Alexa Crumley, Illinois; Diane Jacobsen and Mark Wilbert, Iowa; Frances Young, Maryland; Bea Carmichael and Bill Davis, New Mexico; David Longmire, New York; Lavonne Neuharth, South Dakota; Patricia Muller, Texas; Ed Osterman, Washington; and Robert Arndt, Wisconsin.

Recommendations of the advisory council, of the teachers and administrators, and of the one hundred twenty-seven students were the basis for the revision and final form of the CI-TAB Secondary Program. The assistance of Dr. Mancill and of Ken Abrams and careful typing by Jennie Hewes made the production possible. The American Printing House for the Blind did a highly professional job on the braille and the cassette recordings.

The writer expresses her appreciation to each of the persons named above who gave of their time and of themselves. Any worthy impact made by this program is due in large measure to their contributions.

Preface

To become, to belong, to participate, to contribute, all to one's fullest potential - these are the birthright of every human being. So increasingly interdependent is all of humanity that if even one individual is denied this right, all are thereby deprived.

It is the writer's hope that these materials may help to forge one link in a long chain of legacies. May teachers become students and students, in turn, become teachers of understanding, knowledge, and skills which contribute to full and useful living.

Mary-B Mosley Swearengen

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I. Introduction

We are all aware of the drives which operate to satisfy the primary human needs associated with hunger, thirst, sex, and self-preservation. Many observers have tended to add exploration, or mastery of the environment, to the classic list. Other needs, sometimes characterized as secondary, or derived, may include those for acceptance, love, belonging, independence, and self-esteem. All are legitimate, normal needs.

We who work with children and youth can easily, and we often do, lose sight of their needs as we seek, quite unconsciously, to satisfy our own. We, as well as our students, have reasonable needs for acceptance, belonging, independence, and self esteem, to say nothing of the more basic drives. Let us see how these needs may betray teachers.

Take, first of all, the need for self-esteem. If I am an English teacher, for example, I have been carefully and strictly trained in the importance of grammar, punctuation, and usage. I have enormous respect for great writers, and I understand the social and historical significance of their works. Moreover, I have been thoroughly indoctrinated to believe that it is difficult for one to be successful, respected, and fulfilled, who does not share, to a degree at least, my appreciation.

I see my mission as that of insuring, perhaps even forcing, my knowledge and my sentiments, upon the students in my classes. My own self-esteem is at stake. In my zeal it is possible for me inadvertently to damage my students' self-regard.

It is clear that my self-concept as a teacher is related to my goals or my objectives. The question then is whether I can re-align my goals and my needs, and my students needs and goals to achieve the greatest harmony and to do the least violence to any of these elements.

Let us look first at the student's needs. The need for belonging has to do with becoming a part of the society of the home, of one's peers, and of the larger world. In a world where having an occupation is regarded by the vast majority as essential to a normal life style, the person who cannot contribute to his or her own support is indeed left out of a major segment of that society.

The needs for mastery and independence are evident in the infant's rapidly increasing strength, mobility, and investigative behavior, as well as in the vehement demand, "Let me do it!" If we neglect to provide our students with every opportunity to become independent of us and masters of their own lives, we have frustrated and crippled a vital area of legitimate needs.

There are, of course, barriers other than teachers' needs which can hinder the young person's achievement of a full, satisfying life. One of these is the parents' normal protective instinct which can, through over-concern, dull the child's initiative long before formal schooling begins. The teacher's task then becomes the difficult one of reviving and nurturing and guiding the youngster's self-assertiveness.

Another obstacle in the way of normal development may be the student's unawareness of just what may be necessary in order to achieve independence. Ambitions may be completely unrealistic, either because the individual can never hope to realize them or because the aspiration level is much too modest.

A teacher can use the student's desire for self-determination to spark interest in occupational information. The student sees how academic skills are necessary on many jobs and may thus be somewhat more motivated to acquire them. Activities, which occasionally lift the student out of the everyday routine and which clearly relate to a future career, can be utilized by the teacher in imparting desired knowledge, skills, and appreciation in many school subject areas.

As students and teachers work through the CI-TAB Secondary Program, both these possibilities must be considered. An attempt has been made to portray job expectations, rewards, and entry in as frank a manner as possible. The statements regarding the various tasks indicate that the worker "may do some or all of these things and perhaps other similar ones." This means, of course, just what it says. Certain handicaps may prevent a worker's performing some of the tasks, but this does not mean that he or she can not hold this particular job. Some special aids or cues may be developed by the visually handicapped person which will make possible the performance of more of these tasks.

Another consideration is that regarding talent. Some individuals may be able to do things which require manual skill or finger dexterity. Other jobs require extra physical strength and endurance. Persons with a quick mathematical ability or those with other intellectual or social aptitudes may be especially fitted for still other occupations.

Levels of activity and responsibility also exist in almost every type of work. The lists of ways to prepare for a job state "as many of these things as possible." A minimum amount of preparation may enable one to enter at a lower level. People who wish to advance and who are able to take further training may continue to develop and refine their talents in the ways suggested.

It has been impossible, of course, to include a great many job descriptions and still keep the kits portable. The materials are designed to provide a nucleus and a format which may be expanded, using the initiative, creativity, and interests of students and teachers.

Activities suggested are aimed at making the program flexible enough to be used over various time periods from a semester to a year or more. One teacher may elect to teach the program as a separate subject, but the best thinking in the area of career education recommends incorporating it into one or, preferably, several regular subjects.

Although the CI-TAB Secondary Program was originally targeted toward ninth grade students, reports from the field indicate it has a much wider possible range. Some have used the material with eighth grade students and some with tenth, eleventh, and twelfth grades.

The program can be integrated into an English course or a history course or an economics course. A more imaginative and logical way, perhaps, may be a cooperative undertaking including several or all of these: the English teacher; the history teacher; the math teacher; the industrial arts teacher; the economics teacher; the business teacher; the home economics teacher; the physical education teacher; and the mobility instructor.

Each participating member of the team can agree to be responsible for one or more concepts, skills, activities, and so on. It is possible to choose a team leader who will record each activity as it is accomplished. Each member of the team,as well as any student, should be free to enlarge and enrich any particular phase of the program, as may seem desirable and feasible. The producers of the program will be interested to hear of such enhancement.

II General Discussion A

The first general discussion in the CI-TAB Secondary Program constitutes an introduction and lays the groundwork in the following concepts.

1. Occupational, vocational, and career choices normally develop through several stages in the individual's life: imitation; imagination; and reality.

2. Almost all jobs are open to both men and women.

3. Many jobs can be performed by even severely handicapped persons.

4. All work is important and vital to society.

5. Everyone is a consumer.

6. Whatever is consumed is produced.

7. Producers and consumers are interdependent.

8. Both goods and services are produced and consumed.

The text of General Discussion A is presented on the following pages.

CI-TAB General Discussion A - Secondary Program

Introduction; Producers and Consumers; Goods and Services

This is the first in a series of discussions from the CI-TAB Secondary Program which deal with career information and training activities.

Even very young children dream of what they will be when they grow up. They like to dress up in their parents' old clothes and pretend to be men and women.

A little later, some may wish to be cowboys, or police officers, or fire fighters or airplane pilots, or professional athletes. Others may wish to be dancers, or models, or actors, or nurses, or teachers. By the time they are in junior high school, they are all usually thinking pretty seriously about their job futures.

In high school, some students may even feel a bit worried, because they realize that in just a few years they will be responsible for earning their own living and caring for themselves. They really want to work and to be independent of their families. At the same time, they are not sure that they can make their own way; they do not know what they will be able to do. Most of them no longer expect to be cowboys or dancers, but they wonder how they can prepare for the kinds of jobs they would like.

Quite often young people do not realize how many thousands of kinds of jobs there are. It is possible that one of these unknown jobs is just the one that a certain young man or young woman would be able to do well and would enjoy.

One thing to consider is that many, many jobs are now being done by people who at one time were considered incapable of performing them. For instance, most people once thought that some jobs could be done only by men and others only by women. More and more, however, both men and women have opportunities to work at almost any kind of job. Also it was believed, not so long ago, that a person with some sort of handicap could do little or nothing to take care of himself. But now people with all sorts of handicaps are entering almost all job areas and proving that they can be successful and independent. Their determination and hard work often make them better workers than some others who do not have inconveniences to overcome.

As you plan your job future, you may be surprised to find how necessary all work is to the community as well as to the person who performs it. Some jobs do not appear, at first, to be as glamorous as others. Yet you may find capable people doing them and getting a great deal of satisfaction because the rest of the world depends so upon them.

Take, for example, the jobs of typist, or maintenance person, or cook, or delivery person. Many other occupations would grind to a halt if most of these people stopped working, and no one could be found to take their places.

One important thing about work is that everyone is a consumer, that is, everyone uses the things that other people make, or produce. The producers are, in turn, also consumers of goods or services produced by others.

For example, the farmer or the factory worker produces goods which other people use, or consume. The salesperson or the teacher, on the other hand, is a producer of services which other people use, or consume. Each of these people may also, from time to time, consume the goods or services produced by each of the other three.

It would be interesting, perhaps, to see if you can think of at least twenty jobs which people do, and then try to decide whether each produces goods or services. Can you work out a statement which will define the difference?

Think of all the things a family may spend money for during a week or a month. Which of these things are goods, and which are services? Does the family spend more for goods or for services? From your study of history would you say that the family of a hundred years ago spent as much for services as the family does today? Can you see a change in people's needs and desires? Do you think spending will continue in this direction? What will that mean as to the kinds of jobs that will be needed in the future? What will it mean if the direction of spending changes? Do you think a person should know about and be able to perform more than one kind of job? Why?

These are all questions which may mean a great deal to your future. Perhaps you and the rest of your class will wish to discuss them.

Learning activities following the playing of the recording of General Discussion A are suggested:

1. Students may recall their earliest imitation of their parents, their first vocational ambitions, and their present "dream job" for the future. They may discuss why they would like to have a certain job, what they think they would have to do on the job, how they might prepare for the job, and so on. Additional ideas:

2. Students may discuss jobs which were once thought to be for men only, but which are now open to women, and vice versa. Additional ideas:

3. Students may report, orally or in writing, on cases they have heard about of crippled, or blind, or other handicapped people who have been able to hold certain difficult jobs. Additional ideas:

4. Students may list as many jobs as they can think of on the campus and in the community, tell how each is important, and explain what would happen if each were no longer performed. Additional ideas:

5. Students may see how many things they can name which they use (or consume) every day. They may answer the question, "Is everyone a consumer?" Additional ideas:

6. Students may try to tell who produced each of the things they use in one day. Additional ideas:

7. Students may try to name one thing that each of them has produced. If they can think of no objects (or goods), they may be able to think of services they have provided, and decide who used or consumed, their services. Additional ideas:

8. Students may make lists of jobs people do and challenge one another to decide whether goods or services are produced in each case. Additional ideas:

9. One or two students may work on a statement which will distinguish between goods and services. Additional ideas:

10. A group of two or three students may research the customs of people in the early days of this country's history and contrast the spending habits of then and now, and report to the class. Additional ideas:

11. One or two students may write to the Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C. 20212, and ask for late reports on job trends in the nation. They whould indicate that their interest is in comparing numbers of producers of goods with numbers of producers of services. Additional ideas:

If students and teachers wish to find out how much has been learned, they may use the following tests.

1. A person will be able to give at least two stages in an individual's growing interest in a career or an occupation.

2. A person will be able to name at least one job which women did not usually hold a few years ago, but which they do now, and at least one job which men did not usually hold a few years ago, but which they do now.

3. A person will be able to name at least three jobs which handicapped people are doing successfully.

4. A person will be able to name a total of at least five necessary jobs on the school campus and in the community.

5. A person will be able to give the names of at least three kinds of goods and at least two kinds of services which people in the school consume, or use, every day.

6. A person will be able to name the producers of at least two goods or services which are consumed every day.

7. A person will be able to give at least one example of two people who exchange goods or services between them.

8. A person will be able to name at least one goods or service which he or she produces every day.

III Discussion B

The second general discussion in the CI-TAB Secondary Program treats the subjects of employment agencies, job placement services, labor unions, and social security. Among the concepts to be developed are the following.

1. There are many ways to look for a job.

2. Newspaper classified advertisements are a common and effective method of bringing employer and employee together.

3. Two types of employment agencies are available to the person seeking a job.

4. The U. S. Employment Service provides several services.

5. Colleges and technical schools may operate placement services for their graduates.

6. Some workers are organized into unions.

7. Social security is a requirement for most workers.

The text of General Discussion B is presented on the following pages.

CI-TAB General Discussion B - Secondary Program

Employment Agencies; Job Placement Services; Unions; Social Security

This is the second in a series of discussions from the CI-TAB Secondary Program which deal with career information and training activities.

One of the first things the worker faces is the job of finding a job. Jobs do not normally drop into one's lap. One must make some effort to find a job. Letting your family and friends know that you want to work and the kind of work you would like to do is one of the ways, and sometimes this is enough. But the more ways you try to find work the more likely you are to get a job.

Another way to find work is through the want ads in the classified advertisement section of the newspaper. There are two kinds of ads, yours and theirs. Yours is the kind that tells something about yourself and also states what kind of job you want; theirs is the kind in which the employer tells about the sort of work he has and the type of worker he is looking for. Ask someone to bring to class the classified section of the newspaper. Study the way these are written. Notice that they tell a great deal in a very few words. It may be fun to see how much you can say in just a little space.

A third method you can use to place yourself in contact with an employer is through employment agencies. There are two types of employment agencies, public and private. Public employment agencies are operated by city or state or federal governments. They are usually listed in the government sections of the telephone directory. Private employment agencies are usually listed in the yellow pages of the telephone directory.

One may register with a public employment agency free of charge. Private agencies are carrying on their activities as a way of making a living and must, therefore, charge a registration fee. The private agency may also ask you to agree to pay the agency a certain amount from your first pay check. Always, in all your dealings, throughout your life, be very sure you understand exactly what you are agreeing to do, before you sign any papers. Most people are fair, reasonable, and honest in their business dealings, but the person who is careless about what he or she signs is taking a foolish risk with the future. Never sign a form which is to be filled in later, and always insist upon having a carbon copy of what you have signed. Keep your copy in a safe place with your other business papers.

Do you know the name and address of a government employment agency in your area? You and the other members of your class may wish to call the agency or, better, visit it to learn how it operates. Sometimes representatives of the United States Employment Service (U.S.E.S.) will come to your school and give tests which help you to know in what kind of work you would most likely be successful. Your teacher or your counselor will probably know, or will be able to find out, whether this is possible. But you will want to be responsible for learning as much as you can on your own.

Still another way of finding a job is through a placement service. If you plan to take some additional training after high school or if you go to a technical school at the high school level, the institution may have a placement service for its graduates.

It would be interesting to call some colleges or technical schools in your area and find out whether they operate a placement service, how many of their graduates they place each year, and so on. Be courteous enough to tell them who you are, and why you are asking for the information. (You are studying careers and learning how one gets a job.)

Workers in some kinds of jobs are organized into unions or associations. Labor unions first began in this country more than a hundred years ago. A few employers had required their employees to work under unsafe and unhealthful conditions for small wages, even sometimes using children for long hours for very little pay.

Gradually the unions were able to get these things changed. Today some unions contract with an employer to hire only their members. For this reason, joining a union is, in some places, necessary in order to get a job.

Before you start on any job, you must have a social security card. It is a good idea to get one at least by the time you are sixteen years old, or earlier if you start to work earlier. The number on the card belongs to you and to no one else. It is used to keep a record of your earnings and of the amounts which the employer must take out of your wages each pay day. This money is deposited with the Social Security Administration so that you may have an income when you reach retirement age, or if you become disabled before retirement. You can get an application form from the social security office in the city nearest your home or school.

Some learning activities to follow the playing of the tape of CI-TAB Discussion B are suggested.

1. Students may examine the classified advertisement sections of several newspapers, especially those under "Help Wanted". Sighted students may read them aloud. Additional ideas:

2. Students may practice writing want ads as if they were employers, trying to say as much as possible in a few words. Additional ideas:

3. Students may study the ads listed by employment agencies and then practice writing ads as if they were seeking a job. Additional ideas:

4. Students who can use the telephone directory may secure the names and addresses of several public and private employment agencies.

Additional ideas:

5. One group of students may invite a representative of an employment agency to visit and speak to the class about the operation of the agency. Students may prepare questions beforehand to ask the speaker. Additional ideas:

6. Students may interview teachers or other professionals on campus to learn whether their training schools operated a placement service, and whether any of them secured their jobs in this way. Additional ideas:

7. Students may interview one or more workers who belong to labor unions to find out what the advantages are of belonging to a union. They may also interview non-union workers to find out how they feel

about belonging to a union. Additional ideas:

8. Students who do not have social security cards may secure application forms and fill them out. Additional ideas:

9. Students may invite a social security representative to explain further the provisions of social security and to give instructions for filling out the forms. Additional ideas:

Teachers and students who wish to find out how much learning has taken place may use the following tests.

1. A person will be able to tell at least three ways of finding jobs.

2. A person will be able to write or to dictate a want ad as an employer and also a want ad as a worker.

3. A person will be able to tell the name and location of at least one employment agency.

4. A person will be able to give the name of at least one institution which operates a placement service.

5. A person will be able to tell at least one advantage and one disadvantage of belonging to a labor union.

6. A person will be able to tell at least two social security benefits.

7. A person will be able to secure a social security number if he or she does not already have one.

IV Discussion C

The third general discussion in the CI-TAB Secondary Program considers the subjects of resumes, applications, and interviews. Among the concepts to be developed are the following.

1. In applying for a job or a position, certain accepted procedures are followed.

2. A resume is a summary description of the applicant's person, abilities, formal preparation, and work or work-related experience.

3. A letter of application follows a certain approved form.

4. Some companies have printed application blanks to be filled out.

5. One can be prepared by practicing a trip beforehand to a new location.

6. One's appearance is of great importance in an interview.

7. A job applicant needs to understand business manners.

8. One must be truthful about any handicap but, at the same time, know and be able to show how he or she can make the necessary adjustments in order to do a certain job well.

9. Most people do not get the first job they apply for.

10. Young people can learn business manners, especially interview

manners, best by practicing beforehand.

The text of General Discussion C is presented on the following pages.

CI-TAB General Discussion C - Secondary Program

Resumes; Applications; Interviews

This is the third in a series of discussions from the CI-TAB Secondary Program which deal with career information and training activities.

One of the first things you will need as you begin looking for a job is a resume. A resume is just a short summary of your name, address, age, sex, education, special training, work experience, and anything else which will give a prospective employer an idea of your qualifications for the job. Include any special honors or prizes or any hobbies or talents, if they are related in any way to the job you are seeking. Do not, of course, exaggerate or boast. Be straightforward and businesslike. You will also wish to give references, names, positions, and addresses of several persons whom the employer can ask about you, your character, and your other qualifications. Never use any person's name as a reference until you have first asked his permission to do so. Just say something like this, "Mr. Smith, may I use your name as a reference in my job application?"

A sample resume may read like this:

RESUME

Donna Billings
May 25, 1975

Personal Data

Age: 18
Height: 5'9"
Date of Birth: 6-16-56
Weight: 132 lbs.

Health Status: Excellent
Telephone: 672-6337
Marital Status: Single
Address: 325 Grove Blvd.
Hampton, State
12421

Education

Townsend Elementary School

Jones Vocational High School. I will graduate in June 1975. I am taking a business education curriculum in secretarial science studies. I have served as President of the Future Business Leaders of America, have maintained a "B" average, can type 62 words per minute, and can take shorthand at 110 words per minute.

Experience

General Clerk: Model Shop, Hampton, 1974

Part-time file clerk: Hands Manufacturing Company, Hampton, 1973

Part-time sales clerk during holiday season: Nita's Dress Shop, Hampton, 1972

References (by permission)

Mr. John Doe, Personnel Director, The Ford Company, 415 Simpson Avenue, Hampton, State 12421

Mrs. Jean Masters, Office Manager, Model Shop, Hampton, 12421

Mr. Joe Black, Vocational Guidance Counselor, Jones Vocational High School, 315 Willow Boulevard, Hampton 12421

A letter of application somewhat like this one should accompany your resume:

325 Grove Boulevard
Hampton, State 1242
May 25, 1975

Mr. R. S. Nash, Personnel Director
Best Chemical Company
753 Avenue A
Clarksville, Illinois 72406

Dear Mr. Nash:

I am interested in the possibility of obtaining a position with Best Chemical Company. Because of my special training in a vocational high school and work experience, I believe that I have the ability to fill the position of secretary for which you advertised in yesterday's Daily Post.

You will note on the resume sheet that my grades were above average at the Jones Vocational High School, and I also worked part time as a general clerk at the Model Shop of Hampton. Mrs. Jean Masters, office manager, has given me permission to use her name as a reference. She and the others I have included on the data sheet will be glad to help you judge my abilities and personality if you wish to contact them.

I shall appreciate a personal interview to talk with you further about my qualifications.

Sincerely yours,

Donna Billings

It is not too early for you to practice writing, or dictating, your resume and your letter of application. Ask your English teacher or your typing teacher to help you learn the proper forms for business letters. You may have more to offer than you realize, if you think of all the experiences you have had at home, at school, and in the community. This is one of the reasons for taking part in as many activities as you can, along with keeping up your school work. Volunteer service on campus or in the community also helps develop your talents and gives you a backlog of experiences, as well as the deep satisfaction of making a contribution to the welfare and progress of your society.

One thing you will always eventually come to is the personal interview. This will be true whether you get your job through a friend, a want ad, an employment agency, or a placement service. The person who is hiring you will want to see you and talk with you. Do not be surprised if you feel scared or nervous. Even older, experienced workers feel this way when they go for a job interview.

Some companies have a printed application form which the worker fills out. There may be a question on the form about any handicaps or disabilities. If you are visually handicapped, you must answer truthfully. If you wear glasses which enable you to read, you should say that. In any case, before you go for an interview, you must write the employer to tell him you will be there. At this time, you may mention your handicap. It is unfair to take him by surprise.

Do not be ashamed or try to hide the fact if you are blind or partially blind. Rather you should have a great deal of respect for yourself that you have the courage and determination to try harder than most people do. However, it may be a good idea to make a trip beforehand to the place where you will be going for your interview, so that you will know how to get there by the best route.

The first important thing in an interview is your appearance. You may feel that you should _not_ be judged by your appearance, but be assured that you _will_ be. And you _do_ want the _job_, don't you? So, above all, be as clean and well groomed as you can be.

A young woman should avoid extremes of too much make-up, a too-elaborate hair-do, too-tight clothes, too-short skirts, too-high heels, and so on. Clean, nicely done hair, just enough make-up to look nice, a tailored dress, or pants suit, or skirt, blouse, and jacket, and clean, well-manicured hands will help you _get_ the job. Don't forget to use a deodorant after your bath, and brush your teeth, and gargle.

A young man also needs to be clean, look clean and smell clean. Long hair, and even a beard, may pass, provided it is shining clean and carefully trimmed and brushed. It may be advisable to have hair only moderately long and even to shave most of the beard, if there is any doubt.

Remember, you do want the job, and hair will always grow again. You perhaps should wear a jacket and tie and your best slacks. You will, of course, have your shoes shined and finger nails clean and trimmed.

It always helps if you really know something about the business, or factory, or institution, before you go for an interview. The person who is hiring you prefers to have someone who really cares about the company rather than someone who just wants to get all he or she can from it. If you try to pretend an interest, the employer will see right through it. So take the time and trouble to find out.

Your attitude and your feelings about yourself are important also. Try to remember that you do have something to offer which someone, sometime, somewhere will be willing to pay for. You may get the first job you apply for, but most people do not. The first one may not be the best one for you, but you will not know until you try. So do your very best every time you apply for a job.

Be courteous. Smile. Stand straight, but not stiff. Do not slouch, or lean. Wait to be asked to sit down. Sit up straight. Do not rock back and forth in your chair. People sometimes have these little mannerisms without realizing it. Ask a sighted person to help you by observing you and telling you whether you may be unconsciously doing something that can hinder you in making a good impression. If you are blind, explain to your interviewer, if you are asked, how you have learned to adjust to situations, and how you would learn to do this on the job. The employer really wants to know and needs to know.

Listen carefully and answer all questions as truthfully and as clearly as you can. Do not sit dumb, but do not gush. Just be as sensible and business-like as possible.

One wise advisor, herself totally blind, recommends that the applicant have an ace in the hole in the form of some extra skill or talent. For example, she suggests that if the interviewer says, "But you can't do filing, can you, since you are blind," the applicant should be able to say, "No, but I can do shorthand." The idea is that almost anyone can file, but shorthand is a rare and valuable skill.

If you are given instructions about when and where to report for work, it is a good idea to repeat them to be sure you have understood correctly. If you are not sure, ask. You do not want to show up at the wrong place or to be late your first day on the job. Again, it may be well to practice going to the place beforehand, so that you will know how long it takes to get there.

It will help a great deal if you and your friends begin practicing what you will do and say in the interview. Take turns being the employer or the job applicant. Encourage the rest of the class to make suggestions for improvement. Ask someone who sees well to tell you how you look and act, and to make suggestions. It would be helpful if you can also get someone who does the hiring for a business to come in and talk to the class. Above all, practice, practice, practice.

Some learning activities to follow the playing of the tape of CI-TAB Discussion C are suggested:

1. Students may ask teachers and other people on campus or in the community how they went about getting the jobs they have now. Reporting back to the rest of the class will be interesting. Additional ideas:

2. Students may practice writing or dictating a resume of themselves as they are now and also one of themselves as they think they may be two or more years from now. Additional ideas:

3. Students may ask the English teacher or the typing teacher to help them write a proper form of a letter of application. Additional ideas:

4. Students may ask their teacher or their parents or another friend to bring sample application forms from various businesses. Some students will wish to go and get the forms themselves. These can be used for practice. Additional ideas:

5. Students may practice, with their mobility instructor or a friend, going to certain businesses in the neighborhood to find out how long it takes, the best way to go, and so on. Additional ideas:

6. Students may discuss how one learns to be well-groomed and clean. They may wish to have visiting persons to come in and work with the young women in learning to care for themselves, apply make-up, and so on. A man can assist the young men with their grooming problems, shaving, and so on. Additional ideas:

7. Students or teacher may borrow a set of telephones from the telephone company and practice dialing. Telephone manners can be learned as well as how to telephone for an interview. Additional ideas:

8. Students may invite an employer to speak to the class about what he looks for during an interview with a prospective employee. Additional ideas:

9. Students may begin now to think about all the jobs they already know about and to discuss how they can figure out ways that a blind or visually handicapped person can learn to do them. Additional ideas:

10. Students may discuss the special problems of visually handicapped people in getting a job. They can encourage one another not to give up

if they are rejected the first few times they try to get a job. Additional ideas:

11. Students may practice job interviews, taking turns being, first, the employer, and then the employee, or job seeker. They may ask a sighted person to observe them. Addidtional ideas:

Teachers and students who wish to find out how much learning has taken place may use the following tests.

1. A person will be able to tell at least three ways that people go about looking for jobs.

2. A person will be able to write or dictate a resume for himself or herself.

3. A person will be able to write or dictate a correct letter of application for a job.

4. A person will be able to fill out, or dictate, the information on a printed application form.

5. A person will be able to find the way and go independently to a business in the neighborhood.

6. A person will be able to dress and groom his or her person independently to make a pleasing appearance.

7. A person will be able to dial a telephone number and to request an interview; a person will be able to answer a telephone using the accepted courteous response for the particular area of the country.

8. A person will be able to list at least three things for a job applicant to remember to do during an interview and at least three things to avoid.

9. A person will be able to tell how a blind or visually handicapped person can make the necessary adjustments in order to do at least three difficult jobs.

10. A person will be able to role-play a job interview, both as an employer and as a job applicant, asking and explaining how a blind or visually handicapped person can perform a job which the employer thinks can be done by only a sighted individual.

V Discussion D

The fourth general discussion in the CI-TAB Secondary Program considers the subjects of job classfications and volunteer service. Among the concepts to be developed are the following.

1. The United States Government publication, Dictionary of Occupational Titles (D.O.T.), lists many kinds of jobs.

2. The D.O.T. classifies jobs in three categories: data; persons; products.

3. Jobs may be classified as to the amount of responsibility required.

4. One's job choice needs to be related to one's interest.

5. The United States Office of Education (U.S.O.E.), lists jobs in fifteen clusters.

6. The CI-TAB Secondary Program includes a library of thirty job descriptions, representing the fifteen USOE clusters, in large type, in braille, and on tape.

7. Individual job descriptions are designed to be checked out of the CI-TAB library, one at a time, by a student who may be interested in studying or reviewing any particular one.

8. Volunteer service is a good way to learn about jobs.

9. Some jobs present special difficulties.

10. Every job requires certain skills.

11. Wages or salaries may be paid on an hourly, or weekly, or monthly basis.

The text of General Discussion D is presented on the following pages.

CI-TAB General Discussion D - Secondary Program

Job Classifications; Volunteer Service

This is the fourth in a series of discussions from the CI-TAB Secondary Program which deal with career information and training activities.

There are many ways of looking at all of the thousands of jobs which people perform in the world today. The United States Government has a collection of lists of jobs. It is called the Dictionary of Occupational Titles (the D.O.T.) and can be ordered from the U.S. Government Printing Office, Washington, D.C., 20402. Most high school counselors have copies of it in their offices. Sometimes it is kept in the school library.

One way that jobs are classified in the D.O.T. is by what the worker is dealing with and by the levels of ability or responsibility needed. A worker may deal mostly with information, data, numbers, ideas, words, and so on. Another worker may deal with human beings, or even with animals, as a trainer does. A third type of worker may deal with things, materials, machines, products, and so on. In each of these classes of jobs there are levels of responsibility. For example, at the highest level one must be very creative and must plan and make decisions for oneself and for others. At the lowest level one is responsible only for one's own actions, usually carries out instructions or wishes of others, and may not need to be quite as creative. Some people are bright and are good workers. They just do not enjoy being responsible for other people's work.

When considering what you hope to do for a living, you should look at your own interests. Do you like to work mostly with numbers or ideas or words; or do you enjoy interacting with people; or are you happiest when creating, making, operating things with your hands? You should consider whether you like a great deal of responsibility and also whether you have skill in leading other people and in getting them to cooperate.

The jobs to be discussed in the CI-TAB Secondary Program are collected into fifteen separate clusters as

(1) agri-business and natural resources occupations,
(2) business and office occupations,
(3) communication and media occupations,
(4) consumer and homemaking-related occupations,
(5) construction occupations,
(6) environmental control occupations,
(7) fine arts and humanities occupations,
(8) health occupations,
(9) hospitality occupations,
(10) manufacturing occupations,
(11) marine science occupations,
(12) marketing and distribution occupations,

(13) personal service occupations,
(14) public service occupations, and
(15) transportation occupations.

Your library of job descriptions will include thirty different ones, one, two, or three from each of these fifteen clusters. Each is on tape, in large type, and in braille, and each is recorded *separately* so that you can check out any *single one*, you want to hear or read, and leave the rest for *other* students who may be wanting to hear or read some of them at the same time.

The jobs of Farm and Garden Equipment Salesperson and of General Farmhand were selected from the cluster Agri-Business and Natural Resources Occupations.

Messenger and PBX Operator were both chosen from Business and Office Occupations.

Computer Programmer and Electronic Technician come under the class of Communication and Media Occupations.

Cook and Day Care Center Worker were listed in the group called Consumer and Homemaking-Related Occupations.

Laborer and Sheet Metal worker were the two jobs within Construction

Occupations.

Groundskeeper and Horticultural Technician represent the group of jobs listed as Environmental Control Occupations.

Radio-Television Announcer and Book Bindery Worker are found under the heading of Fine Arts and Humanities Occupations.

Occupational Therapy Aide and Psychiatric Technician are in the class of jobs called Health Occupations.

From the group of Hospitality Occupations come the jobs of Motel Manager and Restaurant Manager.

The jobs of Automobile Mechanic and Sewing Machine Operator are two of those called Manufacturing Occupations.

Federal Careers, which really are a broad collection of many jobs, are listed under Marine Science Occupations, but could be included in almost any of the other fourteen clusters.

Three jobs, Butcher, Cleaning and Laundry Counter Attendant, and Personnel Interviewer all come under Marketing and Distribution Occupations.

Furniture Upholsterer and Musical Instrument Repairer are given as Personal Service Occupations.

Social Work Aide and Teacher's Aide were selected from the list of Public Service Occupations.

Automobile Body Repairer and Radio Operator-Dispatcher are two of the cluster of Transportation Occupations.

Which of the job titles are familiar to you? Which of these jobs are performed on your campus or in the community? Perhaps you feel that some are needed which are not being done at all; or it may be that not enough workers can be found to do them as well as they should be done. Sometimes there is a shortage of money also.

In order to get better acquainted with real job tasks or skills, young people sometimes do volunteer-service work on campus or in the community. Why not look into this possibility? You may wish to work in groups or by teams, or some may prefer to work as individuals. You will wish to ask your teacher's assistance in clearing this with the school administration. You will, of course, discuss it with your parents if you are living at home.

Report on your work experiences to the rest of the class. If you had done this work for pay, how much would you have been paid per hour, or per week, or by the month? What skills or abilites were needed as you performed the job? What special difficulties will you have to learn to handle? How? Do you now have a better idea of the kind of occupation you may wish to follow in the future? Or perhaps you know that you definitely do not want to do this kind of work for a living.

It may help to re-run the recording while you think about the jobs which are listed. What other jobs did you hear listed which are closely related to your volunteer-service job? Can you name other jobs in each of the fifteen clusters? It might be fun to challenge one another to see how many jobs each of you now know something about, at least by name and by general classification.

Learning activities following the playing of the recording of General Discussion D are suggested:

1. Students may ask a school counselor or vocational director to let them inspect a copy of the Dictionary of Occupational Titles (D.O.T.) and to talk with them about it. Additional ideas:

2. Students may discuss the kinds of jobs which are performed on the school campus, deciding whether they deal with data or people or things. Additional ideas:

3. Students may discuss what they like to do, whether they like a great deal of responsibility, and whether they are able to secure the cooperation of other people in work activities. Additional ideas:

4. Students may discuss the various jobs they know about and try to decide in which of the USOE's fifteen clusters each may fit. They may ask, "Can some jobs fit in more than one cluster?" Additional ideas:

5. Students may challenge each other to name a job, name the cluster, or name the cluster, name a job. Additional ideas:

6. Students may request permission of the school administration to do some volunteer service projects on the campus or in the community. Additional ideas:

7. Students may do their volunteer work as individuals or they may work in teams of two or three. Additional ideas:

8. Students may report to the rest of the class on their volunteer activities, telling what skills or abilities were required, what problems were encountered, and what the pay might have been on a regular job of this kind. Additional ideas:

9. Students may discuss what they liked or disliked about their volunteer jobs. Additional ideas:

Teachers and students who wish to find out how much learning has taken place may use the following tests.

1. A person will be able to name at least two jobs which deal with each

of the three classes: data, persons, or things.

2. A person will be able to name at least five USOE job clusters and give at least one job title in each.

3. A person will be able to make a statement about whether he or she likes a great deal of responsibility in getting others to work.

4. A person will be able to make arrangements and perform at least 3 hours of volunteer service.

5. A person will be able to report on the volunteer service performed, the skills needed, and the advantages and disadvantages of such a job.

VI Discussion E

The fifth general discussion in the CI-TAB Secondary Program treats the subjects of independence, responsibility, and freedom. Among the concepts to be developed are the following.

1. Most people wish to be free to make their own choices and decisions.

2. It is normal for a person to try to be independent and self-assertive.

3. To be free one must first become independent and responsible for his or her own person and livelihood.

4. One must manage his or her own personal care, appearance, and behavior.

5. One must become as independently mobile as possible.

6. One must learn to communicate by telephone when necessary in order to become confident in difficult situations.

7. One must learn to secure and prepare food.

8. One must learn how to purchase and care for clothing.

9. One must learn how to acquire housing and furniture.

10. One must learn to plan for and purchase any special needs.

11. One must learn about medical expenses, insurance, savings, and

bank accounts.

12. One must learn to estimate costs and to make a budget.

13. One must keep a record of sources of special supplies.

The text of General Discussion E is presented on the following pages.

CI-TAB General Discussion E - Secondary Program

Independence; Responsibility; Freedom

This is the fifth in a series of discussions from the CI-TAB Secondary Program.

Most people wish to be as free as possible. They wish to do as they choose to do rather than to have someone else decide what they must do.

Of course, no one can ever do exactly as he/she pleases. Other people's rights and feelings must be respected and, on a job, the boss's orders must be followed.

But if one must depend upon someone else to make his/her living, or to do almost everything for him/her, then those people usually decide what must be done, and how, and when. That is just the way it seems to work much of the time.

Even a little baby wants to do things for itself. The infant tries to reach out and grab things, holds up its head, rolls over, sits, creeps about, investigating everything, pulls up to stand, walks, runs, and climbs. As soon as the youngster can talk well, we may hear, "Let me do it!"

If you are visually handicapped, you may notice that some people want to do everything for you. You must understand that they want to protect you because they love you. But, if you are ever going to be free to make some of your own decisions, you must be very determined to learn everything you can about yourself, your home, your school, your community, and your world. You must struggle hard to be responsible and independent. You must learn to do everything possible for yourself.

Of course you are going to get hurt sometimes. Everyone does. You just have to be careful and alert, use good sense and pick yourself up when you do fail.

In order to make your own living and thus become independent, responsible, and free, there are some important things to learn. Let us think about what one needs to know.

First, you need to learn to manage your own body, bathing every day, shampooing often, cleaning your teeth and nails, shaving, using some cosmetics, doing your hair, and so on. You must learn to eat properly and use good table manners. You must learn how to move your head and eyes in the direction of the person who is speaking. Try to have kind thoughts so that you will have a pleasant voice and smile. You must avoid odd mannerisms such as rocking back and forth. Learn to sit and walk upright.

Second, you need to learn to make your way easily about your home, school, and community. You must learn to travel alone in busses, cabs, and perhaps even on trains and planes. Learn to use a cane or a guide dog if you need one.

Third, you need to learn to use a telephone and know the numbers to dial in case of illness or other emergency. If you are away from home in a strange town, you must know how to dial the operator, give your name, your location, state that you are blind, or visually handicapped and ask for the help you need.

Fourth, you need to learn how to prepare a number of simple, nourishing foods. (Your teacher can tell you where to buy a cookbook in braille.) You must learn how to measure ingredients, how to break an egg, and so on. You must learn what foods cost, where to buy them, how to plan, and how to shop.

Fifth, you need to learn about clothes, the sizes you wear, the right materials and colors for you, what things cost, and where to buy them. You must learn to tell, by feeling, the kinds of fabrics and also how well garments are put together. Learn which ones can be washed and dried without pressing.

Sixth, you need to learn about housing, how to rent an apartment or house, or how to buy one. You must learn about furniture, which things are most important, and how much they cost.

Seventh, you need to learn about your special needs, how and where to buy supplies you may use, if you write braille, for example. You must figure the cost of cab fare or bus fare if you live a long way from your job. What about paying a reader, or a transcriber, if you have many printed instructions on your job?

Eighth, you need to learn about other finances such as medical expenses and health insurance. You must understand that when you get a job, your employer will have to hold out some of your pay for taxes, for social security, and sometimes for insurance. What about cashing your pay check? Do you know about checking accounts at the bank or savings accounts?

You can learn many of these things as you study about jobs. You may wish to make a list of things to learn about. Your teacher or your parents may think of other important things. You will feel very good about yourself when you know about your world.

As you learn these things, you can begin practicing making a budget. A budget is just a list of all the things you need to buy, or to pay for, during a week or a month, and how much they cost. In this way, you can begin to see how much money you need to earn in order to live.

Young people often find that they cannot buy everything they want at first. It usually takes a few years to work up to a better job.

These are things you must think about as you study and plan for the kind of job you choose.

If you are visually handicapped, there are agencies and organizations that are set up especially for your benefit. You can buy or borrow many kinds of books and other materials in braille, in large type, or on records. Also, there are special tools for the home, the kitchen, and the shop, as well as watches, typewriters, and so on.

Some of these places are given here. It may be a good idea to begin a notebook of these places with their addresses. Your teacher can give you the names of others. You will want to keep this notebook all your life.

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206
You may write for a catalogue.

American Foundation for the Blind
17 West Sixteenth Street
New York, New York 10011
Write for a catalogue.

Library of Congress
Division for Blind and Visually Handicapped
1291 Taylor Street, Northwest
Washington, D. C. 20542
All kinds of books can be borrowed.

American Bible Society
1865 Broadway
New York, New York 10023
Write for a list of free materials.

Science for the Blind
221 Rock Hill Road
Bala-Cynwd, Pennsylvania 19004
Write for a catalogue.

Lions International
Contact the Lions Club in your town.
White canes, guide dogs, eye glasses.

You are ready now to begin listening to the recorded job descriptions in the CI-TAB Secondary Program. You may want to hear all thirty of them before choosing several which you will study more closely. These are just samples, of course. There are hundreds of other jobs. But after you have studied some of these, you will have an idea of the way to find out about any job you may be interested in. You may even work up a set of job descriptions for other students. Who knows? Maybe you will become a writer yourself.

Several things you must keep in mind. No one can do just any job. You must consider which jobs would be possible for you, what special helps you would need, and so on. Also, remember that you might do some of the things which you will hear on the job descriptions, while someone else would do the other things.

The suggestions for ways to prepare for a job may include more education than you will be able to get at first. This does not mean that everyone needs all this education in every job. But, in most cases, it just means that the more training you can get, the higher the pay may be.

Have fun learning to become independent, responsible, and free!

Some learning activities to follow the playing of the tape of CI-TAB Discussion E are suggested.

1. Students may discuss their desires to make their own decisions independently of their parents. Additional ideas:

2. Students may role-play parent and teen-ager discussions, taking turns being the parent and the son or daughter. Additional ideas:

3. Students may discuss special personal problems of blind and visually handicapped youth. They may devise a problems check-list which will show the most common problems. They can then decide which ones they wish to discuss first. Additional ideas:

4. Students may wish to make a special request for more mobility

training. Additional ideas:

5. Students may role-play various situations or predicaments in which they must exercise initiative in securing the assistance they need. Additional ideas:

6. Students may make excursions as a class, then in small groups, then alone to a grocery store to purchase certain items. Additional ideas:

7. Both boys and girls may invite a totally blind cook or housekeeper to speak to them and demonstrate how one learns to prepare one's own food. Additional ideas.

8. Students may request additional instruction in food purchase and preparation. Additional ideas.

9. Students may ask a home maker or a home economics teacher to show them how to identify types of fabrics and how to tell which are easy-care. Additional ideas:

10. Students may begin a personal notebook in which to enter their clothing sizes, allowing spaces for changes which will occur as they grow. Additional ideas:

11. Students may invite a real estate or housing specialist to discuss with them the steps to be taken in purchasing or renting a house or an apartment. They may wish to have a blind person present special housing needs and problems of the visually handicapped. Additional ideas:

12. Students may wish to role-play opening a savings or checking account, discussing the special problems they may have and how to solve them. Additional ideas:

13. Students may practice making a budget of living expenses, securing cost estimates from parents or teachers or other adults. Additional ideas:

14. Students may enter in their personal notebooks the names and addresses of agencies and organizations whose main task it is to provide for the needs of the visually handicapped. Additional ideas:

15. Students may wish to order catalogs, some in print and some in braille, from the various agencies. Additional ideas:

Teachers and students who wish to find out how much learning has taken place may use the following tests.

1. A person will be able to give at least one reason why a young person who is totally dependent on his parents may not be permitted to make many of his own decisions.

2. A person will be able to name at least two common problems which are special to the visually handicapped person and to give at least one way to compensate, in part, for each.

3. A person will demonstrate at least one level of advancement in mobility.

4. A person will be able to show how he or she can use the telephone or other means to get out of a difficult or dangerous situation.

5. A person will be able to go to the grocery store and make a purchase independently.

6. A person will be able to mix and cook a simple dish of at least five ingredients. (Water can be one of the ingredients.)

7. A person will be able to identify at least three different fabrics.

8. A person will be able to give his or her own basic clothing sizes.

9. A person will be able to give at least five steps in proper sequence in the rent or purchase of a house.

10. A person will be able to role-play opening a checking or savings account.

11. A person will be able to make a personal monthly budget.

12. A person will have a personal notebook which includes the names and addresses of agencies who work with visually handicapped people.

VII The Job Descriptions

The thirty job descriptions are included in this handbook to provide a comprehensive reference source for students or teachers who may wish to consider the library as a whole. Each description is also available in large type, in braille, and on cassette tape so that each can be checked out individually for study or review.

One or more titles were selected from each of the fifteen clusters designated by the United States Office of Education. An effort was made to choose jobs which would cover a wide range of aptitudes, interests, levels of ability, entry requirements, and advancement opportunities.

It is obviously impossible to include a large number of descriptions. The kits would rapidly become too heavy and too bulky to be moved about conveniently. For this reason, the scheme of the descriptions is designed to provide a pattern for further exploration and investigation. Students or teachers may use the framework of eight questions to learn about as many additional jobs as may be of interest in any locality.

CI-TAB Job Description Number One

Farmhand

You may wish to ask some questions, such as

1. What must this worker do?

As a farmhand you may do some or all of the things listed here and perhaps other similar ones.

- cut down trees and pick up rocks
- plow the soil
- apply fertilizer
- plant
- irrigate
- spray insecticides and herbicides
- harvest crops
- operate harvest equipment
- pitch hay
- oil and grease equipment
- repair machinery, or fences, or farm buildings
- gather eggs
- take care of livestock and sick animals
- clean animal areas
- assist with records

2. How many hours must the farmhand work?

The regular farmhand may work from six to eight hours a day in the winter and from ten to twelve hours a day in the summer, five to six days a week. In emergencies it may be necessary to work part of the night and, during some seasons of the year, on week-ends and holidays.

3. How much will this job pay?

The regular farmhand may receive less in the southern part of the United States and more in the west. The pay may run from $150.00 to $300.00 a month. Work by the hour at, say, picking fruit or vegetables, may pay a bit more. Laws now require employers to pay a minimum hourly wage. Workers are often paid by the amount they pick.

4. What abilities will I need?

You will need to

- be dependable even when no one is looking
- get along well with others
- be polite and cheerful
- take pride in the work
- be willing sometimes to live away from home
- be able to work well with the hands
- enjoy caring for animals

- be able to move quickly and easily
- be strong and healthy
- be able to work on simple machinery

5. What else is important about this job?

As a farmhand you may expect these things.

- work outdoors most of the time
- usually do a lot of lifting, pulling, twisting, turning, kneeling, stooping, and walking
- have to do chores in all kinds of weather
- sometimes live with the farm family
- usually find the work pleasant and heathful
- be in danger of serious injury if you are careless
- sometimes be laid off when there is not as much work to be done

6. What are the prospects and opportunities?

Farm work is changing all of the time. You need to pay close attention and learn as much as possible. If you will study bookkeeping on the side, you may be promoted to a better job. If you are good at mechanics, you may be able to be a shop foreman for more pay. If you learn everything well and get along well with people, you may become a farm overseer.

7. How can I prepare for this job?

Some good ways to prepare for work as a farmhand are to do as many of these things as possible.

- train yourself to be friendly and cooperative with family, friends, and classmates
- learn how to build and repair things
- learn about raising and caring for plants and animals
- join Future Farmers or a Four-H club
- study mathematics and bookkeeping
- study biology
- train yourself to stay with a job until it is finished
- take part in sports, such as running, swimming, and hiking, which will make you strong and tough
- study mechanics
- help parents or custodian repair things around the home or school
- help take care of lawns and gardens
- learn the names of plants by smell or touch
- spend part of the summer on a farm (working for room and board)
- get the physical education teacher to show you the best ways to lift, push, and pull, heavy things
- talk with someone who does this work

8. What other jobs are somewhat like this?

If you are a good worker as a farmhand and learn everything you can about the work, you may also work on a ranch, or at a plant nursery, or as an aide to a farm or forestry agent, or in a farm and garden equipment store.

CI-TAB Job Description Number Two

Farm and Garden Equipment Salesperson

You may wish to ask some questions such as

1. What must this worker do?

As a farm and garden equipment salesperson you may do some or all of the things listed here and perhaps other similar ones.

- sell farm machinery such as tractors and harvesters
- sell equipment such as tool sheds and work benches
- sell garden tools
- sell feed, fertilizers, seed, and insecticides
- call on customers in person or by phone
- talk to customers on sales floor
- display equipment
- estimate or quote prices, credit terms, and trade-in allowances
- collect payments
- keep records of sales and expense accounts

2. How many hours must the equipment salesperson work?

Many machinery salespersons work fifty, or more, hours a week especially in the spring and summer. Some of this may be evening work.

3. How much will this job pay?

Most machinery dealers pay the salesperson a certain weekly wage of $80.00 or more, plus a commission, or a percentage, of all sales.

4. What abilities will I need?

As a farm and garden equipment salesperson you need to

- like people and enjoy talking with them
- be honest and dependable
- have a pleasant, cheerful manner
- be good at math
- understand machinery
- have a good memory for details
- be strong and healthy

5. What else is important about this job?

You need to keep in mind certain things.

- the salesperson may have to work outdoors in hot or cold or damp weather
- you may have many rejections before you make one big sale
- you may have the satisfaction of helping people work out their garden or farm problems

6. What are the prospects and opportunities?

There is a shortage of good farm equipment salespersons. Most raises in pay are due to the salesperson's ability to make more sales. A good leader and hard worker may be promoted to a district or area sales supervisor.

7. How can I prepare for this job?

Some good ways to prepare to become a farm and garden equipment salesperson are to do as many of these things as possible.

- spend time on a farm
- listen carefully, ask questions, and learn everything one can about farm work and machinery
- study English, clear speech, and psychology
- study math, farm mechanics, and engineering
- practice talking with and learning about people
- complete high school
- talk with someone who does this work

8. What other jobs are somewhat like this?

The person who has ability and experience as a salesperson can usually be successful in selling other things. Some of these are insurance, real estate, investment, radio and television time, automobiles, musical instruments, and auto parts.

CI-TAB Job Description Number Three

Messenger

You may wish to ask some questions such as

1. What must this worker do?

As a messenger you may do some or all of the things listed here and, perhaps, other similar ones.

- pick up message from the person sending it
- make sure where the message is to go
- figure out the shortest way to go
- ask for the person to whom the message is addressed
- try to deliver it to that person only
- get receipts signed which show that the message (or package) was delivered and when
- return one copy of the signed receipt to the person sending the message
- keep one copy of the receipt in the messenger's papers

2. How many hours must the messenger work?

The messenger will usually work a forty-hour week, but may work only twenty hours. Hours and days may vary, from day time to evening or night time, and may include week-ends or holidays on some jobs.

3. How much will this job pay?

The messenger will be paid the legal hourly minimum wage or more, and may receive tips sometimes.

4. What abilities will I need?

As a messenger you need to

- be able to find the way around within a certain building, or a group of buildings, or a neighborhood, or a town
- be able to listen carefully and remember well
- be careful, prompt, and dependable
- be courteous, calm, and not easily upset
- be strong and healthy, neat and clean
- mind your own business
- know how to keep your mouth shut about things you see or hear

5. What else is important about this job?

You need to keep in mind certain things.

- some people are not very courteous
- you may meet many interesting people
- delivering messages is very important
- you may work inside one building all day
- on some jobs, you may be outdoors in bad weather

6. What are the prospects and opportunities?

If you are careful, courteous, and intelligent, and if you never gossip, you can become well-liked and very necessary on your job. In some companies, you may be placed in charge of a group of messengers. If you listen and learn, you may get promoted to a better job, such as a shipping clerk.

7. How can I prepare for this job?

Some good ways to prepare to become a messenger are to do as many of these things as possible

- practice finding your way on your own within a building or a neighborhood
- practice listening carefully to what people say
- learn to take criticism well
- study arithmetic and English, and learn to speak clearly
- practice being on time and carrying out assignments promptly
- practice courtesy
- practice being helpful to others

8. What other jobs are somewhat like this?

The good messenger can work in large department stores, in business offices, in postal services, in telegraph offices, and in factories.

Job Description Number Four

PBX (Private Branch Exchange) Operator

You may wish to ask some questions such as

1. What must this worker do?

As a PBX operator you may do some or all of the things listed here and perhaps other similar ones.

- work at a telephone switchboard
- answer the telephone for a business or other organization
- relay calls to the right person or department
- answer general questions asked by callers
- help with some out-going calls
- keep a record of long-distance calls
- act as a receptionist
- act as information clerk
- do typing when not busy answering the telephone

2. How many hours must the PBX operator work?

The PBX operator will usually work a forty-hour week. You may have to be on the job earlier than the rest of the employees and stay later. You may work longer hours and fewer days of the week.

3. How much will this job pay?

As a PBX operator you will probably get at least the legal minimum hourly wage or more. In some businesses you may get a raise in pay each year.

4. What abilities does this worker need?

The PBX operator needs to

- be alert and pay attention
- have a clear, pleasant voice
- be very calm and courteous always
- care about helping people
- know how to handle angry callers tactfully
- have a neat, pleasing appearance
- know as many of the company employees as possible or what department they are in
- have average or above average intelligence

5. What else is important about this job?

You need to keep in mind certain things.

- your work week may include Sundays and holidays in some places such as hospitals or hotels
- some callers may be upset or angry or unpleasant
- you may make a great many friends

6. What are the prospects and opportunities?

Some PBX operators are being replaced by automatic CENTREX (Central Exchange) systems in some large businesses, but many smaller businesses are installing PBX systems. So the number of people in this work may increase slightly. A good operator may be promoted to a supervisor or chief operator in a large firm.

7. How can I prepare for this job?

Some good ways to prepare to become a PBX operator are to do as many of these things as possible.

- practice dealing pleasantly with all kinds of people
- study English, especially correct speech
- study business arithmetic
- complete high school
- practice listening carefully and remembering
- talk with someone who does this work
- take a switchboard course in high school, or business school, or community college

8. What other jobs are somewhat like this?

The PBX operator may work as a telephone operator, police switchboard operator, telephone-answering-service operator, PBX service advisor, radio-message router, or central-office-operator supervisor. If you pay attention, are courteous and friendly, and quietly go out of your way to help people you will almost always be able to work as a receptionist or as a public relations person.

CI-TAB Job Description Number Five

Computer Programmer

You may wish to ask some questions such as

1. What must this worker do?

As a computer programmer you may do some or all of the things listed here and perhaps other similar ones.

- work with people or organizations who have some problem to be solved
- study and understand the problem which is to be worked out by the computer
- study the information which is on hand or which is to be collected
- plan the steps which are to be taken to work out the program
- write all the directions for the computer operator
- write the step-by-step instructions to be fed into the computer
- review and change the program, if necessary, after a sample is run through the computer
- plan a form on which to report the answers to the problem
- keep a record of the program
- teach other people to use computer programs

2. How many hours must the computer programmer work?

Most of the time the computer programmer is scheduled to work a thirty-five to forty hour week, but you may work at night or on week-ends if an emergency or a rush job comes up. Overtime is not unusual.

3. How much will this job pay?

The computer programmer may make from seven thousand dollars up to twenty thousand dollars a year, or more. The amount will depend upon the part of the country where you work, and upon the years of experience and education you have, and upon how bright and hard-working and responsible you are and, most of all, how well you get along with other people.

4. What abilities will I need?

As a computer programmer you need to

. be able to speak clearly and to listen carefully to what people say
. have above average intelligence
. be quick and accurate in mathematics
. be patient and persistent in working out problems
. be careful and dependable
. have imagination and good memory
. be logical in your thinking
. have good hand and finger dexterity

5. What else is important about this job?

You need to keep in mind certain things.

- you may have to sit or stand for long periods of time
- you will need to be tactful and patient with people who do not know as much as you or who may not learn as quickly
- you will often work under close supervision
- you must follow orders of your superiors

6. What are the prospects and opportunities?

The use of computers appears to be increasing each day. The prospects are good for employment in this area for some time to come. The programmer who is bright and willing to work and who is calm and friendly can be expected to get regular raises in salary in many places. If you continue to study and learn all you can, you may advance to supervisor, or senior programmer, or data manager, or systems analyst, each with more responsibility and better pay.

7. How can I prepare for this job?

To become a computer programmer, you need to do as many of these things as possible.

- complete high school
- study algebra, geometry, physics, trigonometry, English and business
- take training in a technical school or college
- study computer technology, business management, data processing,

program writing techniques, accounting, mathematics, computer program language, and statistics

- learn to be orderly and careful in all your work
- practice planning and scheduling your activities
- practice writing out step-by-step procedures for a job to be done
- learn about numeration systems

8. What other jobs are somewhat like this?

The experienced computer programmer can usually work in many other jobs with a little extra study in a particular specialty. Some examples are actuary, financial analyst, mathematical technician, business programmer, scientific programmer, applied statistician, agricultural science statistician, social science statistician, aircraft weight analyst, and so on.

CI-TAB Job Description Number Six

Electronics Technician

You may wish to ask some questions such as

1. What must this worker do?

As an electronics technician you may do some or all of the things listed here, and perhaps other similar ones.

- discuss design problems with electronics engineer
- plan and draw model sketch
- assemble wires, connections, and so on, for tryout
- recommend changes in plan details
- set up test apparatus
- test the model
- study test results
- make needed adjustment, changes
- write technical reports
- draw charts, graphs, and schematics
- operate bench lathes, drills, and so on
- use hand tools such as pliers, screwdrivers, and soldering irons
- teach lower grade technical personnel

2. How many hours must the electronics technician work?

The electronics technician will usually work a forty-hour week, but may sometimes have to work overtime to meet a deadline. You may be expected to work a night shift on certain jobs.

3. How much will this job pay?

The electronics technician may get from three to seven dollars an hour. Pay is better in some parts of the country than in others. Much will depend on your training and experience and on your work. Cheerfulness and ability to get along with others will also make a difference.

4. What abilities will I need?

As an electronics technician you need to

- enjoy scientific and technical activities
- be able to get along well with people in crowded quarters
- have above average intelligence
- be patient and persistent
- be quick and accurate in arithmetic
- have good hand and finger dexterity
- be able to stoop, reach, climb and crawl, and to lift fairly heavy objects
- learn to express ideas clearly

5. What else is important about this job?

You need to keep in mind certain things.

- you may get small injuries on the job such as cuts, bruises heat from a soldering iron, and acid burns
- you may need to sit at a bench and work for long periods of time
- you will need three to five years of special training before you are considered a qualified technician

6. What are the prospects and opportunities?

It is likely that there will be many employment opportunities as long as people continue to buy more electronic equipment. The electronic technician can work in many kinds of laboratories and factories.

7. How can I prepare for this job?

To prepare to be an electronics technician, you need to do as many of these things as possible.

- complete high school
- study mathematics, physical science, general electricity, electronics, and radio
- take at least two years of junior college, or community college or technical school
- study drafting, instrumentation, engineering, and laboratory techniques
- help parents, or maintenance men, make repairs around the home or the school
- talk with friends who do this type of work

- get a part-time job helping an older friend, even without pay
- learn and practice all kinds of safety rules

8. What other jobs are somewhat like this?

An electronics technician can work also as a systems-testing laboratory technician, an instrumentation technician, a mechanical-engineering technician, a quality control technician, a standards-laboratory technician, an electronics-communication technician, and in many other similar jobs.

CI-TAB Job Description Number Seven

Cook's Helper

You may wish to ask some questions such as

1. What must this worker do?

As a cook's helper you may do some or all of the things listed here and, perhaps, other similar ones.

- peel and cut up fruits and vegetables for cooking or for salads
- arrange salads on plates
- fill bowls or bottles with oil, or vinegar, or salad dressings
- fill sugar bowls and salt and pepper shakers
- make coffee
- chop fruits or nuts
- roll out pastry
- cut cheese
- carry pots and pans to and from the stove
- clean up after each task
- keep refrigerator and shelves cleaned and well-stocked

2. How many hours must the cook's helper work?

The cook's helper may work from forty to forty-eight hours a week, but the hours may be partly in the early morning and partly in the evening. You may have to work on week-ends and holidays.

3. How much will this job pay?

The cook's helper will probably receive the legal minimum hourly wage or more. This may include some meals, or you may get some of your meals at a discount.

4. What abilities will I need?

The cook's helper needs to

- enjoy working with food
- take a bath every time just before coming on the job, and put on fresh clothes
- keep hair clean and covered and fingernails short and clean
- be able to take directions, orders, and criticisms
- be strong and healthy
- be able to get along with other people
- be prompt and dependable
- be willing to stay with a task until it is finished

5. What else is important about this job?

You need to keep in mind certain things.

- you will have to be on your feet a great deal
- there are dangers of injury from getting burned or cut, if one is careless
- cooking can be fun and interesting

6. What are the prospects and opportunities?

There will probably always be cooks and cook's helpers as long as people eat in restaurants and cafes. If you try to learn all you can on the job you may be promoted to cook.

7. How can I prepare for this job?

Some good ways to prepare to be a cook's helper are to do as many of these things as possible.

- learn to read directions
- learn weights and measurements
- learn about all kinds of foods in cooking classes
- practice listening carefully and following directions
- study health and physical education
- learn to be calm and courteous
- help with meal preparation at home or at school

8. What other jobs are somewhat like this?

The cook's helper can work in cafes, restaurants, cafeterias, schools, hospitals, hotels, and motels. If you study and learn more, you may become a cook, a chef, a kitchen supervisor, or a nutrition expert.

CI-TAB Job description Number Eight

Child Day Care Center Worker

You may wish to ask some questions such as

1. What must this worker do?

As a child day care center worker you may do some or all of the things listed here and perhaps other similar ones,

- help children remove coats and sweaters and hang them up
- play games with children
- read or tell stories to children
- teach children simple painting and drawing
- help prepare food
- help children in using bathroom and washing hands
- serve food to children and help some with their eating
- help clean up during and after meals
- prepare cots or mats for naps
- sing with children or to them
- help with children's behavior
- watch over safety of children

2. How many hours must the day care center person work?

You may work only part of a day, or you may work from forty to fifty hours a week or more. You may have a break for rest in the morning or in the afternoon or both.

3. How much will this job pay?

The child day care center worker will probably receive the legal minimum hourly wage. This may include your meals while on duty.

4. What abilities will I need?

As a child day care center worker you need to

- enjoy working with children
- be strong and healthy
- be patient and kind
- have a good sense of humor
- know about health and safety for children
- be very clean in your person and your habits
- understand the way children grow and develop
- be able to take orders and correction
- be able to act quickly in case of injury or illness

5. What else is important about this work?

You need to keep in mind certain things.

- there is constant and great responsibility in caring for young children
- little children normally misbehave at times

- caring for young children is fun
- one may become very tired at the end of the day

6. What are the prospects and opportunities?

More nurseries and day care centers are being set up each day. If you are responsible and cheerful and willing to work hard, you will probably always have a steady job or be able to get one.

7. How can I prepare for this job?

Some good ways to prepare to be a child day care center worker are to do as many of these things as possible.

- observe young children at play
- study homemaking and nutrition
- study health and physical education
- complete high school
- study child development and child psychology
- baby-sit with younger brothers and sisters or with neighbors or relatives
- work with nursery classes in Sunday School
- learn to tell stories and sing simple songs
- visit a day care center

8. What other jobs are somewhat like this?

If you will study and learn all you can about children you may become a worker in a school or a hospital or recreation center. If you can take college classes in the evenings and on week-ends you may become a kindergarten or primary teacher.

CI-TAB Job Description Number Nine

General Laborer

You may wish to ask some questions such as

1. What must this worker do?

As a general laborer you may do some or all of the things listed here and perhaps other similar ones.

- load and unload construction materials
- stack and unstack materials
- carry materials, machines, and other equipment from place to place
- tear down structures
- build and tear down scaffolding
- clear and clean work sites
- do repair and maintenance
- do rough painting and cement laying
- dig ditches and holes

2. How many hours must the general laborer work?

The work week is usually forty hours, most of it in the daytime. In emergencies or during busy seasons you may have to work overtime.

3. How much will this job pay?

The minimum hourly wage ranges from three to seven dollars an hour.

Young people with no experience may get a bit less at the beginning.

4. What abilities will I need?

As a general laborer you need to

- be honest and dependable
- be strong and tough
- have good use of hands and fingers
- like to follow orders and instructions
- work well with others, be calm and even-tempered
- like doing things in a regular way most of the time
- know how to save money for slow seasons
- be willing to work hard

5. What else is important about this job?

You need to keep in mind certain things.

- you may work outdoors in all kinds of weather
- your duties may change from job to job
- you may be out of work part of the year
- you must learn how to avoid causing accidents or getting hurt

6. What are the prospects and opportunities?

Employment is usually best in large cities, in construction companies, utility companies, and government agencies. Promotions to overseer or supervisor are possible if you are of above average intelligence, you work hard, and you get along well with other people.

7. How can I prepare for this job?

Some good ways to prepare to becomes a general laborer are to do as many of these things as possible.

- learn to speak and understand English
- learn general arithmetic
- learn about building materials
- take part in weight lifting, tumbling, and track
- practice getting along with many kinds of people

8. What other jobs are somewhat like this?

The general laborer may be able to learn many similar jobs. Some of these are awning-hanger helper, surveying axeman, concrete float maker, concrete pump operator helper, form setter helper, furnace installer and repairman helper, hod carrier, wrecking and salvage, and cement gun hand mixer.

CI-TAB Job Description Number Ten

Sheet Metal Worker

You may wish to ask some questions such as

1. What must this worker do?

As a sheet metal worker you may do some or all of the things listed here and perhaps other similar ones.

- cut and shape such metals as steel, tin, aluminum, or copper
- put pieces together by bending, soldering, bolting, or welding
- file rough or sharp areas smooth
- use punch presses or shearing machines
- load, unload, and carry materials
- install heating and cooling equipment
- clean or scrape or paint metals
- clean up work areas and tools
- work in a factory or assembly plant

2. How many hours must I work?

You will usually work a forty-hour week. You may have to work overtime or on Saturday to finish a rush job.

3. How much will this job pay?

The sheet metal worker may get from two dollars to ten dollars an hour.

It will depend upon your age and experience, how much you know, how responsible you are, and how well you get along with other workers.

4. What abilities will I need?

As a sheet metal worker you need to

- enjoy building things
- be good at working with your hands
- be able to take and follow directions
- understand how metals act under certain conditions
- be able to use hand and power tools
- be strong and healthy
- understand and obey all safety rules
- be prompt and dependable

5. What else is important about this job?

You need to keep in mind certain things.

- you may work inside or outside in bad weather
- sometimes a work area will be hot, dusty, and noisy
- there is danger of cuts and burns from tools and equipment if you are careless

6. What are the prospects and opportunities?

The sheet metal worker in a factory or a plant may work steadily the year round. In some businesses such as cooling and heating, or in the building trades, you may work more and longer hours during some seasons of the year and much less at other times.

7. How can I prepare for this job?

Some good ways to prepare to become a sheet metal worker are to do as many of these things as possible.

- take shop classes in high school
- take mathematics in school
- practice following directions and instructions carefully
- take a general science course
- complete high school
- take a technical school course of study in sheet metal work
- learn to be even-tempered and calm
- take physical education
- help parents or custodians build or repair things around the home or the school

8. What other jobs are somewhat like this?

The sheet metal worker may specialize in heating and cooling, in roofing, in auto manufacturing or repair, or in prefabricated metal building construction. You may become a boiler maker.

CI-TAB Job Description Number Eleven

Grounds Keeper

You may wish to ask some questions such as

1. What must this worker do?

As a grounds keeper you may do some or all of the things listed here and perhaps other similar ones.

- care for gardens, lawns, shrubs, trees and other plants
- cut the grass
- pull weeds
- trim shrubs
- keep trees neat and free from dead branches
- plant grass seed
- water lawns, trees, and shrubs
- spray plants to get rid of insects
- make small repairs on equipment
- paint fences
- take care of swimming pools and tennis courts
- remove ice from sidewalks and driveways
- rake and burn leaves
- sweep up paper and garbage
- apply fertilizer to grass and plants

2. How many hours must the grounds keeper work?

The grounds keeper will usually work a forty-hour week which may include Saturdays. You may start to work as early as seven o'clock in the morning and quit about three in the afternoon. You probably will have Sundays and some holidays off.

3. How much will this job pay?

The grounds keeper will receive at least the legal minimum hourly pay or more. You may get a raise after you work for a while, especially if you improve and try to learn all you can.

4. What abilities will I need?

As grounds keeper you need to

- like outdoor work
- be honest and dependable
- be strong and healthy
- take orders and follow directions
- work without constant supervision
- be able to work well with your hands
- like working with plants, trees, and the soil
- know how to keep things clean and orderly

5. What else is important about this job?

You need to keep in mind certain things.

- the work is sometimes tiring and hot
- you can get very dirty sometimes
- you will have to work in all kinds of weather
- you may have to work alone much of the time
- there may be a lot of bending and lifting

6. What are the prospects and opportunities?

A worker who is always on time, who gives a full day's work, and who is courteous and clean, will usually have a steady job or can find one. If you study on the side and try to learn more about the job, you may be promoted and be given responsibility for overseeing the work of other employees.

7. How can I prepare for this job?

Some good ways to prepare to become a grounds keeper are to do as many of these things as possible.

- practice staying with a hard task until it is finished
- learn not to waste time
- work on the grounds at home or at school
- learn everything possible about plants
- practice keeping your own things in order
- learn to measure things, to read directions, and to listen carefully to instructions

- practice courtesy

8. What other jobs are somewhat like this?

A grounds keeper may work as a city park employee, for landscaping or gardening businesses, for a private home owner, for hotels or motels, for schools, or for hospitals.

CI-TAB Job Description Number Twelve

Horticultural Technician

You may wish to ask some questions such as

1. What must this worker do?

As a horticultural technician you may do some or all of the things listed here and perhaps other similar ones.

- work with soil and plants
- plant seeds, water, thin, and care for plants
- cut and arrange flowers for sale
- produce and sell trees and shrubs
- study new ways to care for plants
- seed, care for, and sell lawn turf
- set up window displays
- assist customers with their garden problems
- keep records on cost of seeds or plants, dates and amounts of feedings, time to maturity, and so on

2. How many hours must the horticultural technician work?

A horticultural technician may expect to work a forty-hour week, but this may include working week-ends.

3. How much will this job pay?

As a horticultural technician you may get from five hundred to a thousand dollars a month, depending upon your training and experience and upon how well and how promptly you do your work.

4. What abilities will I need?

As a horticultural technician you need to

- have pleasing personality
- love plants and flowers
- enjoy talking to people
- have some artistic ability
- be able to speak and write well
- enjoy working both outdoors and indoors
- be willing to work hard

5. What else is important about this job?

You need to keep in mind certain things.

- you may sometimes have to live and work in out-of-the-way places
- you may sometimes have to work outdoors in bad weather

6. What are the prospects and opportunities?

Horticultural technicians may advance to nursery operators, both wholesale growers and retail sales managers or inspectors. You may even come to own a nursery yourself. You may also become a tree surgeon or even a park foreman.

7. How can I prepare for this job?

To become a horticultural technician you need to do as many of these things as possible.

- study chemistry, biology, English, and geometry
- complete high school
- study agriculture or botany, and soils management
- take two years of college training, if possible, with science courses, mainly, or study all you can about plants, soils, and so on
- work with gardens at home or at school

8. What other jobs are somewhat like this?

The horticultural technician may become a horticulturist inspector, an agriculture-commodity grader, a floral designer, a greenhouse manager, a flower grower, a seed grower, a landscape gardener, and many other similar things.

CI-TAB Job Description Number Thirteen

Radio and Television Announcer

You may wish to ask some questions such as

1. What must this worker do?

As a radio and television announcer you may do some or all of the things listed here and perhaps other similar ones.

- present live news and commercials
- describe sporting events
- conduct interviews and act as master of ceremonies
- identify stations and operate control board
- sell broadcasting time
- write scripts and news copy
- introduce and play musical recordings
- ad-lib commentary without a script
- keep records of programs in which he takes part

2. How many hours must the radio and television announcer work?

The radio or television announcer usually works a forty-hour week. This may include week-ends and holidays, days or nights, or part of each.

3. How much will this job pay?

Earnings will depend upon whether the announcer works in radio or

Television, in a large or small station, in a large or small community. Top personalities, who have been in the work a long time, may get from seven thousand five hundred, to as much as one hundred thousand a year.

4. What abilities will I need?

As a radio or television announcer you need to

- be well organized, have a sense of timing
- understand meanings and use words well
- have a good speaking voice
- have a pleasing appearance
- have good judgment and know what is appropriate
- show enthusiasm and imagination
- have a good memory
- keep cool under pressure and get along well with people

5. What else is important about this job?

You need to keep in mind certain things.

- you may have to put yourself forward in a nice way in order to hold your job
- you will have to keep on studying and improving yourself
- you will have to adjust quickly to many different situations
- you will have to work under hot lights

6. What are the prospects and opportunities?

New jobs are usually in small towns with small stations. Larger stations will usually employ you only after you have had some successful experience. Promotions may go from announcer, to program director, to operation manager, to station manager.

7. How can I prepare for this job?

To become a radio and television announcer you need to do as many of these things as possible.

- study English, speech, and journalism
- study math
- keep up with the world news in all fields
- complete high school
- take a two-year or four-year college course
- study survey of broadcasting, news processing, telecommunications, television production, script writing

8. What other jobs are somewhat like this?

The capable, experienced announcer can be a disk jockey, sports announcer, master of ceremonies, public relations person, bi-lingual international broadcast writer,interpreter, or motion picture narrator.

CI-TAB Job Description Number Fourteen

Book Bindery Worker

You may wish to ask some questions such as

1. What must this worker do?

As a book bindery worker you may do some or all of the things listed here and perhaps other similar ones.

- clean rollers and press plates
- clean and shine multilith plates
- use an electric drill
- run a wire stitching machine
- fill printing machine with ink or fluid
- use a stapling machine
- do binding with plastic rings
- fold paper
- collate papers
- package and wrap shipments of books
- label
- clean up work areas, tools, and equipment

2. How many hours must the book bindery person work?

The book bindery person will usually work a forty-hour week. You will have time off to eat and a rest break in the morning and the afternoon.

3. How much will this job pay?

The book bindery worker will usually get the legal minimum hourly wage. If you are a good worker, you may get a raise in pay after you have worked a year or so.

4. What abilities will I need?

As a book bindery worker you need to

- be strong and healthy
- be prompt in beginning and completing a task
- have some artistic ability or feeling
- have a good memory
- listen carefully and follow directions
- be careful and neat
- get along well with other people
- work well with his hands

5. What else is important about this job?

You need to keep in mind certain things.

- most of the work is done indoors
- shops are often noisy and rushed
- you will be on your feet most of the day
- you can be injured if you are careless

6. What are the prospects and opportunities?

If you will listen carefully and learn more and more about the job, you may be promoted to supervisor. You must be very dependable, and you must get along well with your fellow-workers and your bosses.

7. How can I prepare for this job?

Some good ways to prepare to become a book bindery worker are to do as many of these things as possible.

- belong to a library club or learn about library work
- take exercises to make you strong
- study art
- learn to work with tools and machines
- practice courtesy and getting along with others
- visit a book bindery to find out about the work
- talk with people who do this work

8. What other jobs are somewhat like this?

Many of the skills and knowledge that the good book bindery worker has can be used in other places. Printers, book publishers, magazine publishers, newspaper companies, and any other business which assembles and distributes printed materials, are all possibilities.

CI-TAB Job Description Number Fifteen

Psychiatric Technician (Aide)

You may wish to ask some questions such as

1. What must this worker do?

As a psychiatric technician you may do some or all of the things listed here and perhaps other similar ones.

- work in a mental health center or hospital
- help in nursing care of mentally ill or mentally retarded persons
- shave, bathe, dress, feed, or habit train patients
- keep patients' clothing, beds, and living areas clean
- assist patients in recreation activities
- help train patients in rehabilitation and occupation programs
- work to interest patients in social activities and hobbies
- escort patients to and from activities on the hospital grounds
- help with keeping records of patients' activities

2. How many hours must the psychiatric technician work?

The psychiatric technician will usually work a forty-hour week. Some of this may include night shifts and holidays.

3. How much will this job pay?

As a psychiatric technician you will probably receive the legal minumum hourly wage at first. With annual raises, or promotions, you may go as high as four dollars an hour or more.

4. What abilities will I need?

As a psychiatric technician you need to

- care about people, have an understanding attitude
- like to help people, remain calm in emergencies
- have average or above average strength
- be able to solve problems and use figures
- have good understanding and use of words
- have above average patience
- be mentally and physically healthy

5. What else is important about this job?

You need to keep in mind certain things.

- you may do a great deal of walking, standing, stooping, and lifting
- some situations may be depressing or disagreeable
- you may get a great deal of satisfaction from seeing some patients improve or get well

6. What are the prospects and opportunities?

The need for psychiatric technicians is increasing. After experience and additional training the technician may advance to senior grades one and two and up to supervisor with increasing responsibility and better pay.

7. How can I prepare for this job?

Some good ways to prepare to become a psychiatric technician are to do as many of these things as possible.

- study health and physical education
- study arts and hand-crafts
- study biology
- study psychology
- do volunteer hospital work
- study math
- study English, especially correct speech
- complete high school
- complete a year of training on the job

8. What other jobs are somewhat like this?

The psychiatric technician may work as an ambulance attendant, a physical therapy assistant, a child care school attendant, a cottage parent, an emergency-entrance attendant, a hospital guide, or an orderly.

CI-TAB Job Description Number Sixteen

Occupational Therapy Aide

You may wish to ask some questions, such as

1. What must this worker do?

As an occupational therapy aide you may do some or all of the things listed here and perhaps other similar things.

- encourage a surgical or bed patient to take part in such crafts as ceramics or leatherwork
- start disabled patients on crafts to exercise and strengthen certain muscles and joints
- give patients guidance and support in helping themselves improve and expand their activities
- encourage children in play which will strengthen them
- help elderly patients develop hobbies to prevent helplessness and deterioration
- organize groups in drama, music, or art

2. How many hours must the occupational therapy aide work?

Usually the occupational therapy aide will work a forty-hour week, and may work a rotating shift with other workers.

3. How much will this job pay?

Weekly salaries range from about one hundred twenty-five dollars a week and up, for beginners, to about two hundred for experienced aides.

4. What abilities will I need?

As an occupational therapy aide you need to

- be interested in human behavior
- like helping others
- be interested in medicine and health
- pay close attention to what people do and say
- be able to do creative work and planning
- be able to lead and teach other people
- be physically and mentally healthy

5. What else is important about this job?

The occupational therapy aide needs to keep in mind certain things.

- you must work under supervision
- you must work with many kinds of patients. . .the long-term ill, the crippled, the injured, the mentally ill, and the amputee

6. What are the prospects and opportunities?

The need for therapists is nationwide in such places as hospitals, rehabilitation center, special schools, convalescent and nursing homes. An aide can become a registered therapist with more education, and may advance to clinical director, coordinator, or consultant with much more pay.

7. How can I prepare for this job?

Some good ways to become an occupational therapy aide are to do as many of these things as possible.

- study biology, chemistry, English, history, social studies, language and math in high school
- take a two year program for occupational therapy aides in a community college
- if you wish to advance, complete a four year college course in occupational therapy
- serve a six to eight month internship

8. What other jobs are somewhat like this?

The aide may do many other similar jobs with a little more training. Some of these are nurse anesthetist, general duty nurse, office nurse, private duty nurse, industrial nurse, audiometrist, dental hygienist, inhalation therapist, or physical therapist.

CI-TAB Job Description Number Seventeen

Motel Manager

You may wish to ask some questions such as

1. What must this worker do?

As a motel manager you may do some or all of the things listed here and perhaps other similar ones.

- direct people in charge of purchasing, renting rooms, maintenance, and housekeeping
- employ or discharge workers
- plan and carry on advertising activities
- meet guests, especially outstanding people, and make them feel special
- keep up to date on records of expenses and income
- handle difficult matters which may come up
- supervise the restaurant operation
- help out with various duties during rush times or when employees are absent

2. How many hours must the motel manager work?

The motel manager works longer hours than almost anyone in his business. You may expect to be called upon any hour of the day or the night if an emergency arises.

3. How much will this job pay?

The motel manager with college training may expect a beginning salary of about six or seven thousand a year and may advance to twice that much or more. In addition you probably will receive housing for yourself and your family. If there is a restaurant, you may have your meals furnished.

4. What abilities will I need?

As a motel manager you need to

- enjoy meeting people
- be pleasant, tactful, patient, courteous, and even-tempered
- be willing to work hard at whatever needs to be done
- be able to organize the operation of the business so as to get the best in time and service from employees
- be alert, healthy, and strong
- have a neat and pleasant appearance

5. What else is important about this job?

You need to keep in mind certain things.

- the work can be very demanding and tiring
- it may be difficult to get away for a vacation
- business may be affected by a shortage of gasoline

6. What are the prospects and opportunities?

There are many good beginning positions for the young person who has a college education in this field. Opportunities for advancement are better in a hotel chain than in a smaller independent one.

7. How can one prepare for this work?

Some good ways to prepare to become a motel manager are to do as many of these things as possible.

- study English, especially correct speech
- take business courses
- study math
- practice meeting and talking with many kinds of people
- learn correct manners and behavior in various situations
- complete high school
- take a two or four year course in hotel management

8. What other jobs are somewhat like this?

The experienced and capable motel manager may work in many similar jobs with a little extra training. These may be a contracts manager, export manager, promotion manager, sales manager, college or university business manager, deputy insurance commissioner, insurance manager, finance company manager, real estate agent, recreation supervisor, and hospital superintendent

CI-TAB Job Description Number Eighteen

Restaurant Manager

You may wish to ask some questions such as

1. What must this worker do?

As a restaurant manager you may do some or all of the things listed here and perhaps other similar ones.

- interview, hire, and supervise training of employees
- plan work hours and schedules for employees in meal planning, food storage, meal preparation, clean-up, maintenance, and decoration
- compare cost and quality of food and other items from different companies
- plan ahead and order ahead so as to have things on hand when needed
- keep up health and cleanliness standards
- set the tone of friendliness and service
- keep careful accounts and inventories so as to make a profit

2. How many hours must the restaurant manager work?

As a restaurant manager you will probably work longer hours than any of your employees. If you have a well-trained staff, you may be able to take some time off during the day to rest and relax.

3. How much will this job pay?

Specially trained college graduates may receive starting salaries of around ten thousand dollars a year. An experienced restaurant manager may earn twelve to twenty-five thousand a year.

4. What abilities will I need?

As a restaurant manager you need to

- develop above average intelligence
- be interested in foods and food service
- enjoy meeting and talking with people
- be able to work with numbers and bookkeeping
- have leadership talent
- be healthy and strong
- be ambitious and willing to work hard
- be even-tempered, flexible, and courteous

5. What else is important about this job?

You need to keep in mind certain things.

- you must be on your feet much of the day
- you may have to handle difficult situations with guests or with employees
- you will have opportunity to make many friends

6. What are the prospects and opportunities?

It is expected that there may be more jobs within the next few years with new hotels and chain stores opening restaurants. A capable manager may advance to a franchise operator manager of a restaurant chain, or may own a large restaurant.

7. How can I prepare for this job?

Some good ways to prepare to become a restaurant manager are to do as many of these things as possible.

- study English, especially correct speech
- take a course in foods
- study math, especially business arithmetic
- work part-time in a restaurant
- complete high school
- practice meeting and talking with people
- take a course in restaurant work in a trade or vocational school or community college

8. What other jobs are somewhat like this?

The experienced restaurant manager can work in many similar jobs with just a little extra training. Some of these are building inspector, customs inspector, electrical inspector, plumbing inspector, safety inspector, credit manager, executive secretary, merchandise manager, chain store manager, and service manager.

CI-TAB Job Description Number Nineteen

Auto Mechanic

You may wish to ask some questions such as

1. What must this worker do?

As an auto mechanic you may do some or all of the things listed here and perhaps other similar ones.

- keep engines in good running order to prevent breakdowns
- find the cause of breakdowns
- grease and oil parts of the engine and steering gears
- repair automatic transmissions
- take engines apart
- grind or clean some parts
- replace some parts
- tune the engine to fire properly
- repair brakes
- repair radiators
- use testing equipment and power tools

2. How many hours must the auto mechanic work?

The auto mechanic may work a forty to forty-eight hour week. You may work many hours overtime if jobs are waiting or if you are running your own shop.

3. How much will this job pay?

The auto mechanic will usually get from four to five dollars an hour, or more. Some are paid by the job completed or, in some cases, the mechanic works for a percentage of the amount paid by the customer.

4. What abilities will I need?

As an auto mechanic you need to

- like working on machinery
- understand how motors and engines work
- be strong and healthy
- be careful and honest in your work
- get along well with others
- be able to stand noise and dirt, grease, and oil
- be prompt and dependable
- work well with your hands and fingers

5. What else is important about this job?

You need to keep in mind certain things.

- you may need to lie in cramped or awkward positions for long periods
- you may have to work long hours when the need arises
- a good mechanic soon has many customers

6. What are the prospects and opportunities?

Demand is increasing for mechanics with trade school training in auto mechanics, and for specialists in certain things. The person who knows the work well and is a good leader may advance to supervisor, foreman, or service manager, or may own a repair shop.

7. How can I prepare for this job?

Some good ways to prepare to become an auto mechanic are to do as many of these things as possible.

- understand English, speak clearly
- study mathematics
- take industrial arts
- take auto mechanics
- complete high school
- help parents or friends work on their cars
- take training in a trade or technical school or junior college
- serve as an apprentice under a master mechanic

8. What other jobs are similar to this?

A trained auto mechanic can work in many similar jobs with a little extra training. Some of these are air conditioning mechanic, trolley coach mechanic, auto-repair-service salesman, construction equipment mechanic, engineering equipment mechanic, motorcycle repairman, and tractor mechanic.

CI-TAB Job Description Number Twenty

Sewing Machine Operator

You may wish to ask some questions such as

1. What must this worker do?

As a sewing machine operator you may do some or all of the things listed here and perhaps other similar ones.

- operate a special heavy machine in a factory
- do one or two operations over and over
- pick up garment from table
- place it in proper position
- operate machine
- pass garment to next station
- attach cuffs, or sew hems or seams, or do buttonholes

2. How many hours must the sewing machine operator work?

The sewing machine operator will usually work a forty-hour week, but may work overtime during peak seasons.

3. How much will this job pay?

In many factories the sewing machine operator is paid by the number of garments worked on. Earnings range from two to three dollars an hour, but may increase.

4. What abilities will I need?

As a sewing machine operator you need to

- be quick and alert
- have good hand and finger control
- have general learning ability
- follow instructions and directions
- get along well with fellow workers
- work steadily
- be careful and dependable

5. What else is important about this job?

You need to keep in mind certain things.

- the work is monotonous
- you must sit for long periods of time
- the factory is a noisy place

6. What are the prospects and opportunities?

There are almost always openings in factories for sewing machine operators. There are not many opportunities for advancement. Promotions may advance the worker to foreman and eventually to production manager.

7. How can I prepare for this job?

Some good ways to prepare to become a sewing machine operator are to do as many of these things as possible.

- take a course in sewing
- learn to understand and speak English
- practice being careful with one's work
- practice sewing materials at home
- talk with someone who does this work
- take a trade school course

8. What other jobs are similar to this?

The sewing machine operator may specialize in operating such machines as the brimwelt machine, clock machine, darning machine, embroidery machine, shirring machine, taping machine, tucking machine, and so on. You may work in the alterations department of a clothing store, or in a tailor shop, or you may set up your own sewing shop.

CI-TAB Job Description Number Twenty-one

Federal Careers

You may wish to ask some questions such as

1. What must this worker do?

Workers in federal careers may do some or all of the things listed here and perhaps other similar ones.

- typist, clerk, and other office jobs
- mechanic, manual laborer, and so on
- professional or technical scientist
- business manager, psychologist, teacher, engineer
- post office, border patrol, immigration, internal revenue, foreign service, armed forces, and so on

2. How many hours must a person work?

The usual work week is forty hours. Some jobs require overtime, and the worker may get a higher rate of pay for this. Some jobs may call for night work.

3. How much will this job pay?

The beginning typist with high school education who can pass the required test will receive an annual salary of over five thousand dollars. Salaries range upward to twenty thousand, or more, for highest level engineers or scientists with a doctor's degree.

4. What abilities will I need?

To be a federal career worker you need to

- graduate from high school for most jobs
- be able to pass some kind of examination or test for most jobs
- pass a character and security check for most jobs
- be able to live in the part of the country where the job opening is
- be healthy and able to work

5. What else is important about this job?

You need to keep in mind certain things.

- political activities are limited somewhat
- there is a great deal of paper work and red tape in some jobs
- some jobs offer opportunities for travel to many new and interesting places

6. What are the prospects and opportunities?

The range and variety of jobs are great, and prospects of obtaining a job are fairly good, depending upon the area where you live. Advancement depends upon ability, work performance, openings in jobs at higher grades, and cooperation and courtesy with everyone as far as possible.

7. How can I prepare for these jobs?

Some good ways to prepare for a federal career job are to

- take as many courses as possible in the area of your interest
- complete high school
- obtain application forms at a post office or United States Civil Service Commision area office
- secure announcements of job openings from the same place
- continue to practice the skills you would use in the new job
- get acquainted with and learn to get along with many kinds of people

8. What other jobs are somewhat like this?

The person who wishes to begin a federal career job needs to become as skilled as possible and get all the experience and education possible while waiting to be hired. Even if you must do volunteer or part-time work, the experience and practice will always help.

CI-TAB Job Description Number Twenty-Two

Retail Meat Cutter (or Butcher)

You may wish to ask some questions such as

1. What must this worker do?

As a butcher you may do some or all of the things listed here and perhaps other similar ones.

- cut halves and quarters of carcasses into basic cuts of meat such as chucks, ribs, and rounds
- make large basic cuts into smaller sizes for sale
- roll and tie roasts and other meats
- prepare meats for wrapping
- arrange meats in display counters for sale
- answer questions and fill orders for customers
- handle money and make change for customers
- advise customers on proper preparation of meats

2. How many hours must the meat cutter work?

Hours of work vary between forty and forty-eight per week, and may include weekends, with days off during the regular work week. Self-employed butchers may have to work as long as twelve hours a day.

3. How much will this job pay?

The butcher may receive from two to three dollars an hour up to as much as six or more. The learner will get the lower wage, while the highly skilled cutter gets more.

4. What abilities will I need?

You need to

- be strong and healthy
- be honest and dependable
- enjoy working with your hands
- be friendly and helpful
- be able to work alone
- be careful and accurate
- be clean and sanitary
- know weights and measures

5. What else is important about this job?

You need to keep in mind certain things.

- you will work in extreme temperature changes as you move into coolers and back to normal room temperature
- you will do a great deal of lifting, carrying, stooping, and bending
- there are dangers of cuts, strains, and colds

6. What are the prospects and opportunities?

Most new jobs are found in areas where supermarkets are opening new stores. Advancement may go from apprentice or trainee, to journey person to assistant department manager, to meat salesperson and purchaser for a large meat packing company.

7. How can I prepare for this job?

Some good ways to prepare to become a butcher are to do as many of these things as possible.

- study arithmetic
- study about buying and selling
- study foods
- study health and sanitation
- complete high school
- work as a part-time helper or as an apprentice to a skilled meat cutter

8. What other jobs are somewhat like this?

As a butcher you may work also in such places as large delicatessens, meat packing plants, large hotel or motel food departments, and hospital kitchens.

CI-TAB Job Description Number Twenty-three

Cleaning and Laundry Counter Attendant

You may wish to ask some questions such as

1. What must this worker do?

As a cleaning and laundry counter attendant you may do some or all of the things listed here and perhaps other similar ones.

- meet customers and take things to be cleaned or washed
- fill out tickets with customer's name, address, instructions, and name of clothes being left
- give customer a copy of the ticket
- find and return finished clothes to customer
- take money, ring up sales, make change
- give customers help with cleaning problems and suggestions for dyeing or re-weaving or blocking
- examine garments for holes, stains, rips, loose buttons
- do some repair work
- do some typing, bookkeeping, filing

2. How many hours must the counter attendant work?

The normal work week is forty hours. There may be some overtime on Saturday.

3. How much will this job pay?

The beginning counter attendant will get the legal minimum hourly wage. Experienced workers may get a bit more.

4. What abilities will I need?

You need to

- be able to talk easily and pleasantly with all kinds of people
- be willing to learn
- have a neat, pleasing appearance
- enjoy meeting and helping others
- be able to do basic arithmetic quickly and accurately, make change
- have good use of hands, arms, fingers, feet

5. What else is important about this job?

You need to keep in mind certain things.

- you will need to stand or walk most of the day
- most cleaning and laundry places are clean, pleasant places to work

6. What are the prospects and opportunities?

These jobs are needed in all cities and towns. Opportunities for advancement are few except occasionally in very large shops.

7. How can I prepare for this job?

Some good ways to prepare to become a counter attendant are to do as many of these thing as possible.

- learn to speak correctly and clearly
- study math
- learn typing, bookkeeping
- complete high school
- practice good manners and meeting and talking with people

8. What other jobs are somewhat like this?

The counter attendant may learn to do other jobs such as hand washer, steamer, presser, stretcher-drier operator, folder, or marker.

CI-TAB Job Description Number Twenty-four

Personnel Interviewer

You may wish to ask some questions such as

1. What must this worker do?

As a personnel interviewer you may do some or all of the things listed here and perhaps other similar ones.

- talk with persons who are applying for a job in some business
- talk with persons at an employment agency
- give tests to find what talents and knowledge the applicant has
- ask about experience and education
- read recommendations
- put together all you learn about applicant
- recommend hiring applicants with good ratings
- inform applicant or new employee about company policies, duties, responsibilities, working conditions, hours, pay, promotions
- keep records of eligible applicants

2. How many hours must the personnel interviewer work?

The personnel interviewer may work from thirty-five to forty-four hours a week. This may include working some Saturdays.

3. How much will this job pay?

The personnel interviewer may get from seven thousand to about fifteen thousand dollars a year or more. Much depends upon the size of the business, upon the person's education and experience and upon your other duties.

4. What abilities will I need?

You will need to

- enjoy working and talking with people
- be patient, tactful, and understanding
- have above average reasoning ability
- organize information well
- have a good speaking voice
- be neat and pleasing in appearance

5. What else is important about this job?

You need to keep in mind certain things.

- you must know about the operations of the company and the jobs to be filled
- you will have to talk to people at all levels of ability and education
- you may find it hard to have to turn down some applicants

6. What are the prospects and opportunities?

Personnel workers are employed in nearly all kinds of business enterprises and government agencies. In larger companies, advancement may be by promotion to training director, to job analyst, to personnel manager, to industrial relations director, to vice president in charge of personnel.

7. How can I prepare for this job?

Some good ways to prepare to become a personnel interviewer are to do as many of these things as possible.

- learn to speak correctly and clearly
- study modern business problems
- study mathematics
- complete high school
- study personnel management, business administration, psychology, and sociology

8. What other jobs are somewhat like this?

The personnel interviewer may be able to work also as an employee operations examiner, field representative, loan counselor, personnel recruiter, placement officer, or prisoner classification interviewer.

CI-TAB Job Description Number Twenty-five

Furniture Upholsterer

You may wish to ask some questions such as

1. What must this worker do?

As a furniture upholsterer you may do some or all of the things listed here and perhaps other similar ones.

- stretch and fasten strips, or pieces, of webbing to furniture frames
- fastens springs to the webbing by hand
- cover the springs with burlap
- put on padding and holding fabric
- cut upholstery fabric from patterns
- put on upholstery fabric and fasten to frame
- attach trim, flounces, and so on

2. How many hours must the furniture upholsterer work?

The normal work week for the furniture upholsterer is forty hours. You may work an additional four hours on Saturday.

3. How much will this job pay?

The furniture upholsterer will probably receive the legal minimum hourly wage as a beginning helper and up to five dollars, or more for an experienced worker.

4. What abilities will I need?

You will need to

- have orderly work habits
- be able to follow instruction
- enjoy making things
- have good hand and finger control
- be strong and healthy
- be able to do arithmetic quickly and accurately

5. What else is important about this job?

You need to keep in mind certain things.

- you will work while standing most of the day
- you must do a great deal of pushing, pulling, and heavy lifting
- you will need to fit your activities in closely with those of other workers

6. What are the prospects and opportunities?

In recent years there has been a shortage of good upholsterers. In larger shops the worker may be promoted to head upholsterer or foreman. Most good furniture upholsterers advance by opening their own shops.

7. How can I prepare for this job?

Some good ways to prepare to become a furniture upholsterer are to do as many of these things as possible.

- practice organizing your work and completing each task in an orderly manner
- practice listening carefully to instructions
- learn to tell fabrics by weight and texture
- take a vocational course in upholstering
- enroll in an apprentice program
- talk with people who do this work
- learn basic arithmetic

8. What other jobs are somewhat like this?

The furniture upholsterer may also do automobile upholstering, door or wall upholstering, pattern making, or pattern cutting.

CI-TAB Job Description Number Twenty-six

Musical Instrument Repairer

You may wish to ask some questions such as

1. What must this worker do?

As a musical instrument repairer you may do some or all of the things listed here and perhaps other similar ones.

- repair instruments such as drums, cymbals, xylophones
- inspect, repair, adjust, or finish instruments such as banjos and guitars
- repair or replace broken parts and tune pianos
- repair, clean, or adjust wind and woodwind instruments

2. How many hours must the musical instrument repairer work?

The musical instrument repairer usually works forty hours a week. In some cases, overtime may be required to finish a rush job.

3. How much will this job pay?

In private business, such as factories and stores, salaries may range from six to ten thousand dollars a year, or more. In public schools and colleges they will probably be from four to eight thousand dollars a year.

4. What abilities will I need?

As a musical instrument repairer you need to

- have good hearing and an ear for music
- be careful and exact in your work
- be interested in the musical profession
- have good hand and finger control
- be able to concentrate on your own task in spite of other noises
- be able to use power and hand tools
- have a good memory

5. What else is important about this job?

You need to keep in mind certain things.

- you may have to lift heavy musical instruments
- you must keep up with changes in musical instruments
- you may have to work under pressure when an instrument is needed right away

6. What are the prospects and opportunities?

Opportunities for the musical instrument repairer are greatest in the larger cities, mostly in stores and factories. Advancement is from repairer to supervisor, or you may open your own shop. Demand for this work is neither very high, nor very low.

7. How can I prepare for this job?

Some good ways to prepare to become a musical instrument repairer are to do as many of these things as possible.

- learn to use hand tools in shop courses
- take part in band or orchestra or chorus
- complete high school
- take a vocational course in instrument repair
- ask to be trained as an apprentice in a store, or school, or factory

8. What other jobs are somewhat like this?

The musical instrument repairer may work in a store, or factory, or school, or university. You may specialize also as a piano technician or a pipe organ builder.

CI-TAB Job Description Number Twenty-seven

Social Work Aide

You may wish to ask some questions such as

1. What must this worker do?

As a social work aide you may do all or some of the things listed here and perhaps other similar ones.

- interview people who ask for financial or other aid
- visit in homes of these people
- interview neighbors and employers of these persons to try to measure needs and conditions
- keep records of cases
- decide from the facts you have collected whether the needs are real
- recommend the amount and the kind of help to be given
- check-up occasionally to find out whether the needs are being supplied

2. How many hours must the social work aide work?

Aides normally work a forty-hour week, but some of this work may be in the evening and some days may be longer than others.

3. How much will this job pay?

The social work aide may receive from about four thousand dollars a year as a beginner to more than seven thousand as an experienced worker.

4. What abilities will I need?

You will need to

- like people and enjoy working with them
- want to help people have better homes, better jobs, and better health
- be able to meet and talk with all kinds of people
- be able to learn many ways of helping
- carry a task through to the finish
- be careful with the information you gather
- be trustworthy and dependable

5. What else is important about this job?

You need to keep in mind certain things.

- there may be some personal danger when you visit in certain areas
- the work may be depressing and discouraging at times
- you may get a great deal of satisfaction in seeing some people in better living conditions and taking care of themselves

6. What are the prospects and opportunities?

There is usually a shortage of qualified social work aides. Aides can become professional social workers by completing the master's degree in social work.

7. How can I prepare for this job?

Some good ways to prepare to be come a social work aide are to do as many of these things as possible.

- learn to meet and talk with all kinds of people
- study English, math, homemaking, shop, and business conditions
- complete high school
- complete three or four years of college in social sciences, health, finance, and public relations

8. What other jobs are somewhat like this?

The social work aide may work as a child welfare caseworker, a family caseworker, a parole officer, a probation officer, in medical social work, in psychiatric social work, in school social work, in community relations, in public housing agencies, and in delinquency prevention.

CI-TAB Job Description Number Twenty-eight

Teacher Aide

You may wish to ask some questions such as

1. What must this worker do?

As a teacher aide you may do some or all of the things listed here and perhaps other similar ones.

- record grades and attendance, and copy records
- check tests and some written work
- duplicate or mimeograph materials
- set up exhibits or demonstrations
- write on the chalkboard or prepare bulletin boards
- set up and operate projectors, record players, cassette players
- collect money for milk, lunches, and so on
- help teacher supervise lunch room or playground
- help keep room and teaching materials in order
- carry out teacher's instructions with small groups of children in the classroom.

2. How many hours must the teacher aide work?

The teacher aide will usually work from six to eight hours a day, five days a week.

3. How much will this job pay?

The teacher aide will be paid at least the minimum hourly wage. If you have some college work you may get a bit more. Some school districts pay a little extra for years of experience as an aide.

4. What abilities does the worker need?

As a teacher aide you need to

- be able to get along well with all kinds of people
- be able to keep calm in difficult situations
- understand how people feel and think and act as they do
- have a sense of humor
- be healthy and active
- be able to take and follow orders
- know how to keep quiet about what goes on in the school
- be clean and neat
- be careful and exact in your work
- like all kinds of people
- be willing to do whatever needs to be done in the classroom or in the school to help the teacher

5. What else is important about this job?

You need to keep in mind certain things.

- your first loyalty is to the teacher

- you follow the teacher's lead
- your reasons for being there are to free the teacher to do actual planning and teaching and to give more individual attention to students who need it.

6. What are the prospects and opportunities?

It seems likely that there will continue to be aides in the schools and that there may some day be a kind of certification if you have some college work. The aide who likes the work is often able to complete a degree in teaching by attending college classes in the evening, or on week-ends, or in the summer. Many teacher aides have become excellent full-fledged teachers in this way.

7. How can I prepare for this job?

Some good ways to prepare to become a teacher aide are to do as many of these things as possible.

- complete high school
- study public speaking, typing, music and art
- study psychology and child development
- take part in as many activities as possible in the school
- learn to operate projectors of all kinds
- work with young children in church or other organizations such as scouting, camp fire, and so on
- observe children at work and at play to learn all you can about

them

- work with children in athletics and in summer recreation programs
- keep your character and reputation clean

8. What other jobs are somewhat like this?

A person with training and experience as a teacher aide can often get work in both public and private kindergartens or nurseries, in children's hospital wards, in mental hospitals, in institutions for the mentally handicapped, in orphanages, in city park and recreation departments, and almost anywhere that children are cared for or taught.

CI-TAB Job Description Number Twenty-nine

Automobile Body Repairer

You may wish to ask some questions such as

1. What must this worker do?

As an automobile body repairer you may do some or all of the things listed here and perhaps other similar ones.

- remove dents in automobile bodies by hammering on one side and holding the other side with a shaped block
- smooth a hammered area by filing, grinding, or sanding
- fill in dented or punctured areas with solder or plastic
- replace metal tops and panels
- straighten body, door, window, and windshield frames
- install window glass, windshields, or new upholstery
- paint repaired parts or whole body
- estimate costs of repairs

2. How many hours must the body repairer work?

Most body repairers work a forty-hour week, but may work overtime. Many shops are open on Saturday.

3. How much will this job pay?

Average earnings of the body repairer are three to five dollars an hour.

Many experienced body workers get about fifty percent of the amount paid by the customer for labor.

4. What abilities will I need?

As an automobile body repairer you need to

- be able to work alone
- like to work with your hands
- be good with tools
- have hand and finger control
- understand metals, plastic, glass, and fabrics
- have a sense of space and shapes of things
- be careful and honest in your work
- be able to operate power tools

5. What else is important about this job?

The automobile body repairer needs to keep in mind certain things such as

- you will have to stoop, bend, crawl into narrow places, and lift heavy loads
- the automobile repair shop is a very noisy place
- there may be dust, grease, oil, and paint odors, and sometimes heat or cold

6. What are the prospects and opportunities?

There is almost always a shortage of good body repairers, especially where there is a great deal of travel by automobile. There is not much opportunity for advancement. In large shops you may be promoted to shop supervisor. You may open your own shop and sometimes make more money in this way.

7. How can I prepare for this job?

Some good ways to prepare to become an automobile body repairer are to do as many of these things as possible.

- study math, general science, auto mechanics and body repair
- study such things as auto body, drafting, metallurgy, wheel alignment, frame straightening, upholstering, painting, and refinishing
- talk with someone who does this work
- work as an apprentice under an experienced worker

8. What other jobs are somewhat like this?

The person who is well trained in body repairs may work also as a car checker at the factory, a motor tester, final inspector of cars or motorcycles, engine inspector, service mechanic, or auto get-ready servicer in a store.

CI-TAB Job Description Number Thirty

Radio Operator-Dispatcher

You may wish to ask some questions such as

1. What must this worker do?

As radio operator-dispatcher you may do some or all of the things listed here and perhaps other similar things.

- operate a radio console to send and receive messages between a central office and persons working at a distance
- keep records of all messages received and sent
- give and receive information for the general public
- refer telephone calls to the proper channels
- keep files
- do some typing
- prepare reports
- do some maintenance work on equipment

2. How many hours must the dispatcher work?

The radio operator-dispatcher will usually work a forty hour week. You may rotate shifts between night and daytime duties.

3. How much will this job pay?

The operator-dispatcher may expect to receive around four hundred to six hundred dollars a month. Much will depend upon your knowledge, ability, and experience.

4. What abilities does this worker need?

As a radio operator-dispatcher you need to

- enjoy dealing with people
- be courteous and tactful
- have a pleasant, clear speaking voice
- have good hearing
- remain calm and cool under pressure
- be trustworthy and honest
- have a business-like attitude at all times
- understand and speak English well

5. What else is important about this job?

You need to keep in mind certain things.

- you may have to work days, nights, week-ends and holidays
- you may have to remain on duty during dangerous times
- you may be of great service to your community

6. What are the prospects and opportunities?

Most job openings for operators are in the larger cities. Advancement opportunities are limited, but one may be promoted to operator supervisor.

7. How can I prepare for this job?

Some good ways to prepare to become a radio operator-dispatcher are to do as many of these things as possible.

- study English, especially clear, correct speech
- study typing, business arithmetic, electricity
- complete high school
- learn to operate a ham radio
- take courses in radio operation in a technical school or a community college

8. What other jobs are somewhat like this?

The operator may be able to work as an engine dispatcher, a railway express clerk, or reservations clerk.

VIII Career Education for Blind, Sighted, and Other Students

Much of the information in the job descriptions in the CI-TAB Secondary Program was derived from the Texas VIEW Program (Vocational Information for Education and Work), developed over a period of some six years at the Region XIX Education Service Center in El Paso, Texas. Additions, changes, and adaptations came from the writer's experiences in a number of different jobs as well as those as a teacher, a counselor, and an administrator in the schools. To this background source was added a wealth of suggestions and recommendations from more than four hundred blind and visually handicapped students and their teachers and administrators in twenty-five states across the nation.

In light of the above facts, it is only reasonable that the materials should be equally as appropriate for normally sighted students and others as for the blind and visually handicapped. With the CI-TAB Program as a base, both students and teachers have unlimited opportunity to exercise their imagination, initiative, creativity, and ingenuity in expansion and enhancement of the program.

Vocational information and training activities are being used more and more in regular classrooms as vehicles for all sorts of academic skills, information, and appreciation. Communication skills, for example, are developed in letter-writing, telephoning, interviewing, and discussions, and in an expanded vocabulary.

Mathematics, finance, and economics are all involved in the study of the cost of living, rates of pay, real estate, mortgages, insurance, and job trends. Government and current affairs emerge through the subjects of social security, labor unions, employment opportunities, and consumer education.

History enters into long term buying trends of the American family and the development of labor unions and of social security. Science is involved in food selection, nutrition, and fabric content, as well as in some technical, health, and horticultural jobs.

Opportunities for personal development are presented in the learning of social skills and grooming; in increasing independence of mobility; in growing confidence and self-esteem; in understanding of other points of view through role-playing. In short, the program of career information and training activities cuts across almost all subject areas in the high school and in the junior high school.

Sighted students and their teachers will be able to supplement CI-TAB with film strips available from VIEW and other sources. A list of some of these sources is included in a later chapter of this handbook.

The printed materials can be used by deaf students and their teachers. Films, cartoons, and booklets on many subjects will be a logical adaptation and enrichment.

In almost every group, whether sighted, visually handicapped, or deaf, there will be some students who cannot be rushed through any program of studies. They proceed at a slower rate, or they may learn through their muscles or skin more than through their eyes or ears. For students who feel that they need to go more slowly, the CI-TAB materials can be spread over a period of three or four years. These students can go over each section as many times as they wish until they feel they have learned what they need.

For students who learn best through the skin, finger tips, and muscles of the body, every idea needs to be acted out if possible. As many real objects as can be secured should be provided for these students to handle as they learn. They may need to insist upon these, because many people do not yet understand how certain individuals learn in these ways.

In almost every group there may be one or more students who seem to get ideas rather quickly, when they are presented, and may then become restless while waiting for others to get them. Many opportunities are presented which can challenge the intellectually gifted students.

For example, they may find it interesting to make up general rules to cover certain situations, or trends, or definitions. They may enjoy researching subjects which come up during class discussions and about which they are curious. They may wish to increase the size of the job description library by investigating and exploring on their own.

It cannot be over-emphasized that students, teachers, and administrators all need to be permitted and encouraged to be as creative as they can be. Only one major principle needs to be kept in mind at all times. One must be always careful of the needs of other people, to help them feel good about themselves, and never to hurt anyone if it can be avoided.

IX Additional Resources

Many good career and vocational supplementary materials are on the market today. Before deciding to purchase any of these, students and teachers will do well to request them on approval or to visit a resource center in order to inspect them.

A post card asking for descriptive literature or a catalog will get the necessary information about materials. Some sources are included below.

Charles E. Merrill Publishing Co.
1310 Alum Creek Drive, Columbus, Ohio 43216

Denoyer-Geppert
5235 Ravenswood Ave., Chicago, Illinois 60640

Educational Projections Corporation
527 South Commerce St., Jackson, Miss. 39205

Educational Resources, Inc.
P. O. Box 353, New York, N. Y. 10011

Eye-Gate, Inc.
146-01 Archer Avenue, Jamaica, N. Y. 11435

Fairchild Publications
7 East 12th Street, New York, N. Y. 10003

Fearon Publishers
6 Davis Drive, Belmont, California 94002

Grolier Education Corporation
P. O. Box 18006, Denver, Colorado 80218

January Productions
P. O. Box 244, Fair Lane, N. Y. 07410

John Day Company
257 Park Avenue South, New York, N. Y. 10036

Relevant Production Company
11182 137th Street North, Largo, Florida 33540

Science Research Associates
259 East Erie Street, Chicago, Ill. 60611

Southwest Media Services
14118 Kiamesha Court, Houston, Texas 77069

Steck-Vaughn
P. O. Box 2028 Austin, Texas

The most widely used vocational and career materials at the present are those from the VIEW Program and from others which follow a similar design. All of these are adaptable and flexible and include an open process of constant revision which keeps them current and up-to-date.

People change jobs, get promoted, and retire; so the following names may not remain the same over a number of years, but the offices and addresses probably will continue to a great extent. Students and teachers can secure many more job descriptions and other information from the sources below.

ALASKA

Wanda J. Cooksey, Chief Guidance Programs
Division of Instructional Service, State Department of Education
Pouch F, Alaska Office Building, Juneau, Alaska 99801

CALIFORNIA

Vernon Crear, San Bernadino County Schools
60020 Federal Project, San Bernadino, California 92403

Stan Greene, Sacramento County Office of Education
6011 Folson Boulevard, Sacramento, California

Tom Quinn, Manager Human Development Program
San Mateo County Board of Education
333 Main Street, Redwood City, California 94063

Ed Thomas
9300 East Imperial Highway, Downey, California 90242

Edwin A. Whitfield, Director of Regional Career Information Center
Department of Education, San Diego County
6401 Linda Vista Road, San Diego, California 92111

COLORADO

Judith M. White, Coordinator, Colorado VIEW
McKee 101, University of Northern Colorado, Greeley, Colorado 80639

CONNECTICUT

Thomas English, Connecticut VIEW, Career Education Coordinator
1615 Stanley Street, North Britain, Connecticut 06050

FLORIDA

William M. Woolley, Director Florida VIEW, Florida VIEW Center
Panhandle Area Educational Cooperative
411 West Blvd. South, P. O. Drawer 190, Chipley, Florida 32428

GEORGIA

John Clark, Thomasville Public School
P. O. Box 440, Thomasville, Georgia 31792

IDAHO

Dr. Robert Charlton, Director Project VIEW
Special Services Building, 48 E. 1st North, St. Anthony, Idaho 83445

INDIANA

Dr. Walter H. Cox, Director Career Guidance Center
Indiana University, 715 E. 7th Street, Bloomington, Indiana 47401

ILLINOIS

Norma L. Thiemann, Manager Guidance Materials
SRA, INC., 259 E. Erie Street, Chicago, Illinois 60611

IOWA

Ed R. Crowley, Career Information System of Iowa
Department of Public Instruction
Grimes State Office Building, Des Moines, Iowa 50319

KANSAS

Nancy Burke, Field Representative, K-VIEW
Kansas State Department of Education
120 E. 10th Street. Topeka, Kansas 66612

KENTUCKY

Harriet Denham, Supervisor Department of Education
Bureau of Vocational Education, Practical Arts Unit
2111 Capital Plaza Towers, Frankfort, Kentucky 40601

LOUISIANA

J. Ashley Sibley, Jr., Director VITAL Career Information Center
Louisiana State Department of Education
P. O. Box 44064, Capitol Station, Baton Rouge, Louisiana 70804

MARYLAND

George A. Kammerer, Coordinator, VIEW
111 Walgrove Road, Reistertown, Maryland 21136

MASSACHUSETTS

Norman Oppenhiem, Director of Career Education, Dissemination Services
117 Perry Street
Lowell, Massachusetts 01852

MICHIGAN

Birger K. Anderson, Director Michigan VIEW Laboratory
611 Hagadorn Road, Mason, Michigan 48854

MINNESOTA

Jerry Schmehl, Department of Education
Division of Vocational Technical Education, St. Paul, Minnesota 55101

MISSOURI

Jim Grogan, Director Missouri VIEW Project, Hazelwood School District
15955 New Halls Ferry, Florissant, Missouri 63031

MONTANA

Montez M. Briggs, Project VIEW Program Assistant
Office of the Superintendent of Public Instruction
State Capitol Building
Helena, Montana 59601

NEW HAMPSHIRE

Nicholas L. Paul, VIEW Director
214 Pettee Hall, University of New Hampshire, Durham, New Hampshire 03824

NEW JERSEY

Joseph Koury, Occupational Information Consultant
Central Jersey Industrial Education Counsel
71 Main Street, Woodbridge, New Jersey 07095

NEW MEXICO

Lena Castillo, Supervisor of Special Needs & Post Secondary Education
State Department of Education, Santa Fe, New Mexico 87501

OHIO

O. Delano Stumbo, Vocational Guidance Counselor
Fairfield Senior High School, 1111 Nilles Road, Fairfield, Ohio 45014

OKLAHOMA

Les Miller, Director Oklahoma VIEW Program, RP&E Division
State Department of Vocational and Technical Education
1515 W. 6th Avenue, Stillwater, Oklahoma 74074

PENNSYLVANIA

James P. McNamara, Project Director, Pennscript Production Center
5301 Jonestown Road, Harrisburg, Pennsylvania 17112

SOUTH CAROLINA

Christopher J. Lerstang, Project Director, Project VIEW
1429 Senate Street, Room 202-RCU, Columbia, South Carolina 29201

SOUTH DAKOTA

Carl Ritenour, Director of South Dakota VIEW
University of South Dakota/Springfield
Springfield, South Dakota 57062

TENNESSEE

Walter A. Cameron, Assistant Director
Tennessee Research Coordinating Unit
2020 Terrace Avenue, Knoxville, Tennessee 37916

TEXAS

Ken Abrams, Coordinator, Career Education
Region XIX Education Service Center
P. O. Box 10716, El Paso, Texas 79997

Coy Motley, Director, Internal Management Services
Region XIX Education Service Center
P. O. Box 10716, El Paso, Texas 79997

WASHINGTON

Floyd R. Winegar, Director Vocational Education
104 North Fourth Avenue, Yakima, Washington 98902

WEST VIRGINIA

David Winefordner, Director, Career Decision-Making Program
Appalachia Educational Laboratory
P. O. Box 1348, Charleston, West Virginia 23525

WISCONSIN

Robert J. DeMuth, Coordinator, WISC Project
Department of Public Instruction
126 Landon Street
Madison, Wisconsin 53702

WYOMING

Jerry W. Lewis, Coordinator, Psychological Services
State Department of Education, Cheyenne, Wyoming

If your state is not among those named above, contact either the Texas office or the national consortium office below.

National Consortium, Career Information Services
715 East Seventh Street, Bloomington, Indiana 47401